

PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to Section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the School Amendment Act, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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Alberta
EDUCATION

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1992
AMENDMENTS
to the
Program of Studies: Junior High Schools

1. Replace all front-end pages i to ix with new pages i to xii.
2. SOCIAL STUDIES: Replace Social Studies D.1–D.2.
3. INTEGRATED OCCUPATIONAL PROGRAM (IOP): Insert new Integrated Occupational Program section after the Fine and Performing Arts section.
 - Insert new IOP divider.
 - Insert new IOP English Language Arts sections A. B. C. and D.
 - Insert new IOP Practical Arts sections A. B. C. and D.
 - Insert new IOP Social Studies sections A. B. C. and D.

Note: Schools should continue to use the interim programs of study for Mathematics (Grades 8 and 9) and Science (Grades 8 and 9) until further notice.

4. SECOND LANGUAGES: Replace all French sections A. B. C. and D. with new French as a Second Language sections A. B. C. and D.

PROGRAM OF STUDIES: JUNIOR HIGH SCHOOLS

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Course	A. Rationale and Philosophy	B. General Learner Expectations (goals and objectives)	C. Specific Learner Expectations (content)	D. Learning Resources
HEALTH AND PERSONAL LIFE SKILLS	1987	B1-B2 1987 B3 1989	C1 1989 C2 1987 C3-C5 1989	1989
LANGUAGE ARTS				
Language Arts	1984	1984	1987	1987
Ukrainian Language Arts	1990	1990	1990	1990
MATHEMATICS	1988	1988	1988	1988
PHYSICAL EDUCATION	1988	1988	1988	1988
SCIENCE	1990	1990	1990	1990
SOCIAL STUDIES	1989	1989	1989	1992
ENVIRONMENTAL AND OUTDOOR EDUCATION	1990	1990	1990	1990
FINE AND PERFORMING ARTS				
Art	1984	1984	1984	1986
Drama	1989	1989	1989	1989
Music	1988	1988	1988	1988
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English Language Arts	1992	1992	1992	1992
Practical Arts	1992	1992	1992	1992
Social Studies	1992	1992	1992	1992
NATIVE LANGUAGES				
Blackfoot Language and Culture Program	1990	1990	1990	1990
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Agriculture: Land and Life	1989	1989	1989	1989
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Home Economics	1988	1988	1988	1988
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Typewriting	1984	1984	1984	1986

The dates on the grid indicate the most current and up-to-date sections in each program of studies.

Course	A. Rationale and Philosophy	B. General Learner Expectations (goals and objectives)	C. Specific Learner Expectations (content)	D. Learning Resources
RELIGIOUS OR ETHICAL STUDIES Ethics	1989	1989	1989	1989
SECOND LANGUAGES				
French as a Second Language	1992	1992	1992	1992
German as a Second Language	1984	1984	1984	1984
Ukrainian as a Second Language	1984	1984	1984	1985

INTRODUCTION

This Program of Studies outlines the content of each course in Junior High School. Basic learning resources are also listed. Regulations with respect to the credit value of courses, examinations and other matters relating to the operation of junior high schools, appear in the current issue of the *Guide to Education: Junior High School Handbook*.

Alberta Education also produces a variety of publications to support programs of study. Teacher resource manuals, curriculum guides and monographs on a variety of topics can be obtained from the Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta, T5L 4X9 (telephone 427-2767, fax 422-9750). Basic and support learning resources are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

The assistance of advisory committees and other partners in preparing these programs of study is gratefully acknowledged.



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GOALS OF EDUCATION FOR ALBERTA

INTRODUCTION

The following statements of goals direct education for Alberta schools. It is the basis from which specific objectives for various subjects and grades are developed. These goals for Alberta were adopted by order of the Minister pursuant to section 25(1)(f) of the *School Act*.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society

- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being

- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

ETHICAL/MORAL CHARACTERISTICS

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

INTELLECTUAL CHARACTERISTICS

- | | |
|------------------------|---|
| Open-minded | - delays judgments until evidence is considered, and listens to other points of view. |
| Thinks critically | - analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| Intellectually curious | - is inquisitive, inventive, self-initiated; searches for knowledge. |
| Creative | - expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| Pursues excellence | - has internalized the need for doing his or her best in every field of endeavour. |
| Appreciative | - recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

SOCIAL/PERSONAL CHARACTERISTICS

- | | |
|--|---|
| Cooperative | - works with others to achieve common aims. |
| Accepting | - is willing to accept others as equals. |
| Conserving | - behaves responsibly toward the environment and the resources therein. |
| Industrious | - applies self diligently, without supervision. |
| Possesses a strong sense of self-worth | - is confident and self-reliant; believes in own ability and worth. |
| Persevering | - pursues goals in spite of obstacles. |
| Prompt | - is punctual; completes assigned tasks on time. |
| Neat | - organizes work in an orderly manner; pays attention to personal appearance. |
| Attentive | - is alert and observant; listens carefully. |
| Unselfish | - is charitable, dedicated to humanitarian principles. |
| Mentally and physically fit | - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

RELIGIOUS AND PATRIOTIC INSTRUCTION

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

COMMON ESSENTIAL LEARNINGS

The *Secondary Education in Alberta* policy statement, June 1985 (p. 14) states:

The intellectual purpose of the secondary school should be emphasized by providing opportunities for all students to acquire basic communication and computation skills and to develop analytical, creative, and critical thought processes. These skills must be integrated across all subject areas. A continuum of general concepts, skills and attitudes necessary for developing students' thinking skills will be integrated across the curriculum, from elementary education to the end of secondary education.

In Vision for the nineties . . . a plan of action emphasis is placed on ensuring that all students develop strong basic skills including mathematics, interpersonal and

communication skills, such as speaking, debating, spelling and writing. Students should also be helped to develop conceptual, analytical, critical and creative thinking skills, learn how to learn, and apply these skills in everyday life. These skills would provide a sound foundation for higher level skill development required by all students in a rapidly changing world.

Further information regarding thinking skills is provided in *Teaching Thinking: Enhancing Learning*, 1990 and *Teaching Skillful Thinking: A Staff Development Program for Educators*, 1986, which includes videotapes, with background readings and suggested workshop activities. These resources are available from Alberta Education, Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9. Telephone 427-2767. Fax 422-9750.

LEARNING RESOURCES

POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

INSTRUCTIONAL MATERIALS

Instructional materials are those print and non-print resources used to facilitate teaching and learning, such as teaching resources, student resources, audio-visual equipment, computer equipment, etc. Two subsets of instructional materials are student learning resources and teaching resources.

Student Learning Resources

Student learning resources are print or non-print instructional materials used by students during the implementation of provincial programs of study, such as books, films, videotapes, slides, computer programs, videodiscs or manipulatives. The three categories of student learning resources are: **Basic Learning Resources**, **Support Learning Resources** and **Other Learning Resources**.

Basic Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of course(s), substantial components of course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Support Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or assist in meeting the learner

expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study.

Other Learning Resources

Other learning resources are those learning resources identified by Alberta Education as useful for teachers in the implementation of a course(s) or program(s) of study, but which have not undergone review procedures by Alberta Education. Alberta Education does not accept responsibility for use of these resources with students.

Teaching Resources

Teaching resources are print or non-print instructional materials containing pedagogical suggestions and used by such groups as teachers, administrators, parents and school/community groups in implementing provincial programs of study. Examples include teacher resource manuals, teacher guides, monographs, kits, newsletters and booklets.

There is only one category of teaching resources approved by Alberta Education, and this is referred to as "Authorized Teaching Resources". Non-authorized teaching materials are called "Other Teaching Resources" and evaluation rests with the user.

Availability

Most authorized resources are available for purchase from the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, T5L 4X9. Telephone 427 – 2767. Fax 422 – 9750.

Resources are listed in the Learning Resources Distributing Centre *Buyers Guide*.

D. BASIC LEARNING RESOURCES

Grade and Topic	Title	Publisher
7A	<i>Marooned: An Examination of Culture</i> 3rd Edition, 1984 [Kit]	Arnold Publishing
	<i>Understanding Cultures</i> , 1984	Prentice-Hall
7B	<i>Japan: Its People and Culture</i> , 1988	Reidmore Books
	<i>Two Roads to Japan</i> , 1988	Plains Publishing
7C	<i>The Black Canadians</i> , 1989	Reidmore Books
	<i>Canada's People: The Metis</i> , 1987	Plains Publishing
	Kanata Series: <i>Cultures in Canada: Strength in Diversity</i> , 1984 [Redeveloped 7C Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers
	Multicultural Canada Series <i>The Jewish Canadians</i> , 1983 <i>The Scottish Canadians</i> , 1981	Nelson Canada
	<i>The Peigan: A Nation in Transition</i> , 1985	Plains Publishing
	<i>The Search for a New Homeland: Polish and German Speaking Canadians</i> , 1990	Reidmore Books
8A	<i>A Geography of Canada and the United States</i> , 1990	Arnold Publishing
8B	Kanata Series <i>Canada's Political Heritage: Conflict and Change</i> , 1985 [Redeveloped 8A Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers
8C	<i>Brazil</i> , 1989	Arnold Publishing
	<i>Brazil: Land of Contrasts</i> , 1989	Reidmore Books
9A	<i>Made in the U.S.A.</i> , 1990	Reidmore Books
	<i>The United States: An Economic Perspective</i> , 1990	John Wiley

Grade and Topic	Title	Publisher
9B	<i>The Soviet Union, 1983</i>	Arnold Publishing
9C	<i>Canadians Responding to Change, 1990</i>	Reidmore Books
	<i>Technology and Change in Canada, 1990</i>	Weigl Educational Publishers

IOP ENGLISH LANGUAGE ARTS GRADES 8 AND 9

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to . . . become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers . . . (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational English Language Arts Program is designed for students who have experienced difficulty with language arts in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific communication and thinking skills to more generalized situations in everyday life and the world of work. In particular, the Integrated Occupational English Language Arts Program will enhance students' abilities to:

- increase personal growth and become self-motivated and self-directed
- gain increased confidence in taking risks and accepting challenges
- participate responsibly in a changing society through the development of self-confidence and a sense of self-worth
- think conceptually, critically and creatively, and use language to enhance thinking
- express ideas and thoughts clearly when writing and speaking

- read, listen and view with understanding and appreciation
- define themselves and their communities through exposure to literary and cultural heritage
- use technology to communicate.

The Integrated Occupational English Language Arts Program encourages teachers to use a variety of diagnostic tools to identify a student's current ability level and promote growth, using individual abilities, needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning experiences. Thinking strategies that foster effective behaviours in planning, organizing and self-monitoring are emphasized throughout the program.

Prescribed content within the Integrated Occupational English Language Arts Program, Grades 8 and 9, reflects an emphasis on life skills, and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational English Language Arts Program are consistent with those of other regular program language arts courses. This continuity will assist students in their transition from a regular program to the IOP, and from the IOP back to a regular program.

Within appropriate contexts, the English language arts program is designed to mediate, reinforce and/or extend concepts, skills and attitudes addressed in preceding language arts courses. In addition, new concepts, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational English Language Arts Program focuses first and foremost on the needs of the learner. As attitude and self-esteem have powerful influences over learning, the program must foster within each student a positive self-concept and a positive attitude toward learning. The concepts, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environment.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching learning tasks. Instructional planning should include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend upon personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level with a high emphasis placed on experiential learning. An experiential approach will enable students to relate what they are learning to past experience.

Strategies that will assist the learner in progressing from the concrete level of thinking to more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual, available for each IOP course from the Learning Resources Distributing Centre.

An integrated approach suggests the linking together of various skills and strategies into meaningful activities. Many opportunities are provided for instruction through “thematic study”, through the integration of skills “across the curriculum”, and through the application of skills to “real-life” situations. This approach adds a motivational dimension to the program, and provides students with direct assistance in transferring specific skills to more generalized situations. Relevancy to daily living and future employment is emphasized throughout the program.

Certain fundamental principles relating to the nature of language, to children’s development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications that provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one’s further education, career and social life.

- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities that focus on the unique contribution of language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development, and to mediate thought processes.

- Language learning activities provided in the classroom should be organized for a balance that reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his or her own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate logic and clarity with increasing maturity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and

practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging those previously acquired. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.
- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Through talk, the students learn to organize their environment, interpret their experiences and communicate with others. As they mature, they continue to use talk for these purposes as well as to check their understandings against those of others, and to build up an objective view of reality.

- At all levels of schooling, classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.

- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing, the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.

It is intended that the content and process of the Integrated Occupational English Language Arts Program sequence provide a student-centred, personal and practical approach to language learning. A program with these emphases will ensure student success in developing concepts, skills and attitudes that are requisite to responsible participation in the home, classroom, workplace and community.

B. GENERAL LEARNER EXPECTATIONS

The Integrated Occupational English Language Arts Program is designed to assist students in developing and maintaining:

- positive and realistic self-images
- constructive relationships with others
- positive attitudes toward language and lifelong learning.

The Integrated Occupational English Language Arts Program, Grades 8 and 9, strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of *enabling students to*:

- display self-confidence and tolerance, thus enhancing meaningful participation in all communication exchanges
- determine and express meanings in the environments of other subject area classrooms
- apply language in an appropriate manner to communicate effectively at home, at school, in the workplace and in the community
- explore self and broaden personal experiences through literature and media
- generalize and apply language skills to daily life and occupational situations
- apply critical and creative thinking skills to solve problems and make decisions in daily life
- display a positive self-concept, and a positive attitude toward language use and lifelong learning through active participation in the learning process
- recognize the application and influence of technology in the home, the school, the workplace and the community.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for the Integrated Occupational English Language Arts Program in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

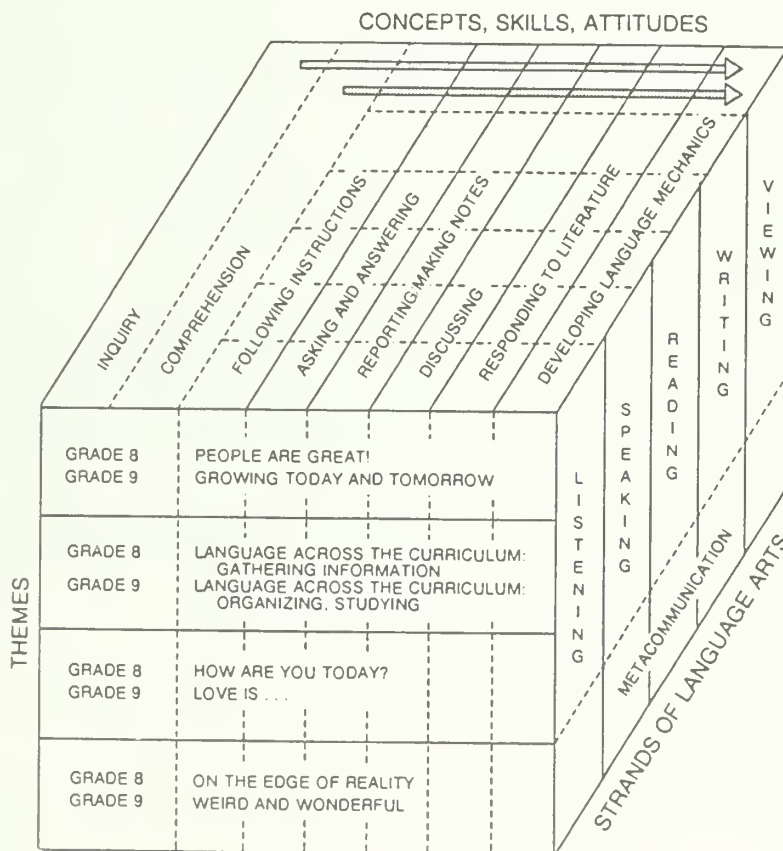
The Integrated Occupational English Language Arts Program is a two-course sequence: Language Arts 8 and Language Arts 9. The framework for this program is illustrated in the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated language activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the English language arts program are:

- concepts, skills, attitudes
- strands of language arts
- themes.

INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM, GRADES 8 AND 9



Developing students' abilities to **process information** using skills such as predicting, analyzing, synthesizing, evaluating and monitoring, is emphasized throughout the program. Emphasis is also placed on:

- developing students' awareness of skills and strategies used to process information
- monitoring personal selection and application of process skills and strategies in keeping with the activity or situation.

Critical and creative thinking skills are integrated within the program to enhance students' abilities to solve problems and make decisions.

Concepts, Skills and Attitudes

The concepts, skills and attitudes outlined on the top face of the model represent one dimension of the prescribed learner expectations of the program. Prescribed concepts, skills and attitudes are organized into clusters that have been identified as appropriate to lifelong learning and effective communication at home, at school, in the workplace and in the community.

The arrows emphasize that inquiry strategies and comprehension skills are to be addressed within each of the following clusters. The concepts, skills and attitudes associated with inquiry and comprehension are global in nature and, therefore, should be addressed throughout the courses.

Strands

The strands of language represent another dimension of the **prescribed learner expectations** and are integrated in the eight clusters. The language arts strands (listening, speaking, reading, writing and viewing) are the vehicles for transmitting meaning, ideas and information.

Language arts strands and related concepts, skills and attitudes are to be addressed concurrently. Language learning is developmental in nature. Teachers are encouraged to use a diagnostic/developmental approach and sequence the prescribed content to accommodate individual student's abilities, needs and learning preferences.

Themes

Organizing instruction into themes integrates language arts concepts, skills, attitudes, process skills and inquiry strategies to focus attention on a particular topic, issue or concern. The thematic approach provides the applications and tasks in which concepts, skills and attitudes are combined into meaningful activities. The teacher resource manual comprises four thematic units at each grade level, in which the prescribed components of the program are integrated and clustered.

TIME ALLOCATION

Time for each course is to be allocated at the discretion of the school or jurisdiction administration to reflect the needs of individual students.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- concepts and skills in language have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

Community partnerships are community-based learning experiences that will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the required components of Language Arts 8 and 9. Elective learning objectives are identified in the program of studies/curriculum guide.

The learner expectations are designed to accommodate individual student's abilities and needs. A variety of suggested activities provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The required component of the program has been clustered and integrated into four themes at each grade level. These themes are developed in the teacher resource manual, available from the Learning Resources Distributing Centre, and include a variety of student activities, suggestions, models and strategies.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning preference. The elective component of the Integrated Occupational English Language Arts Program provides opportunities for:

- remediation or reinforcement of concepts, skills and attitudes within the required component
- extension or enrichment of the program by introducing additional concepts, skills and attitudes considered appropriate to students' interests and needs.

The instructional time for each English language arts course should be apportioned:

- 80% Required
- 20% Elective.

PROGRAM SEQUENCES AND TRANSFER POINTS

Students may enter the Integrated Occupational Program at either the Grade 8 or Grade 9 level. Criteria for determining student eligibility for the Integrated Occupational Program are provided in the current *Guide to Education: Junior High School Handbook*.

After one or two years in the IOP at the junior high school level, students may transfer to regular programs, or progress in the Integrated Occupational Program at the senior high school level. Decisions regarding course sequences and transfer points throughout junior high school should reflect the achievements, needs and interests of individual students.

Teachers are encouraged to assist students in planning their high school programs. All students should become familiar with the credit requirements for graduation from senior high school, and obligatory courses for the Certificate of Achievement and/or diplomas. Information regarding high school programs and graduation requirements is outlined in the current *Guide to Education: Senior High School Handbook*.

SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for each of the junior high IOP English language arts courses are provided on the following pages. The learner expectations comprise the required component of each IOP English language arts course.

The learner expectations are not intended to provide a sequenced plan of instruction. Prescribed concepts, skills and attitudes should be appropriately clustered and applied to progressively difficult and/or age-appropriate situations as students advance through junior high school.

Teachers are encouraged to organize for instruction in ways that are consistent with the abilities, needs and interests of students, using relevant sections of the program of studies/curriculum guide and teacher resource manual, locally developed themes or a combination of approaches.

The following pages outline the content for the Integrated Occupational English Language Arts Program, Grades 8 and 9.

Specific learner expectations include the following:

- **Concepts.** Teachers should work toward developing student understanding of these concepts throughout the entire junior high school experience.
- **Skills.** The skills are related to the concept statements and should be addressed within this framework.
- **Attitudes.** Concepts, skills and attitudes should be addressed concurrently.

Note: In cases where specific learner expectations extend/repeat across grades, it is expected that teachers will help students increase in proficiency from grade to grade.

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a developmental process during which skills and related concepts and attitudes are refined and expanded over time, in various contexts.

Integration

The Statement of Content provides the concepts, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and integrate the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

Sequence

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and focus on needs. It is intended that skills and related concepts and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through junior high school. Successful sequencing involves matching learning tasks in context to each individual student's needs, interests, learning preferences and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting growth in language development and use.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focuses on expanding the application of skills within new contexts.

Additional information about integrating and sequencing is available in the program of studies/curriculum guide and corresponding teacher resource manual.

INTEGRATED OCCUPATIONAL PROGRAM ENGLISH LANGUAGE ARTS, GRADES 8 AND 9

(Note: Concepts, skills and attitudes that extend/repeat across grades reflect the continuous process of language development.)

I. INQUIRY

Students will be expected to develop and apply process skills, such as gathering, organizing, analyzing, synthesizing and evaluating to solve problems, make decisions and answer questions in everyday situations. Students will also use process skills and inquiry strategies to enhance their ability to study.

Specific Learner Expectations

Grade 8

Grade 9

Attitudes: *Students will be expected to:*

- develop a desire to understand and expand knowledge and application of process skills and inquiry strategies
- appreciate the advantages of an increased understanding of process skills and inquiry strategies at home, at school, in the workplace and in the community
- develop a desire to increase risk taking in all environments

Concepts: *Students will develop an understanding that:*

- processing information involves selecting and applying appropriate thinking skills and strategies
- specific skills and steps are involved in applying inquiry strategies at home, at school, in the workplace and in the community
- effective inquiry strategies involve the use of critical and creative thinking skills
- effective use of inquiry strategies will enhance one's ability to take risks in all environments

Skills: *Students will be expected to:*

Examine process skills

- identify and apply the process skills of:
 - recalling
 - imagining
 - interpreting
 - applying
 - analyzing
 - synthesizing
 - monitoring
 - evaluating

Identify inquiry strategies: problem solving/ decision making, critical and creative thinking, studying

Skills: *Student will be expected to:*

Examine process skills

- identify and apply the process skills of:
 - recalling
 - imagining
 - interpreting
 - applying
 - analyzing
 - synthesizing
 - monitoring
 - evaluating

Identify inquiry strategies: problem solving/ decision making, critical and creative thinking, studying

- recognize inquiry strategies as aids to understanding

Grade 8

Skills (continued)

Investigate problem-solving/decision-making strategies

- examine the purpose of developing a plan
- investigate a variety of problem-solving/decision-making strategies
- apply strategies to specific issues and problems
- examine consequences of behaviour
- recognize that planning and consequences are interrelated

Examine critical and creative thinking

- identify critical and creative thinking strategies
- use process skills to investigate and apply critical and creative thinking strategies

Investigate studying skills

- identify studying skills:
 - locating
 - organizing
 - note making
 - outlining
 - summarizing
 - recalling
 - memorizing
 - reviewing
 - referencing

Grade 9

Skills (continued)

Investigate problem-solving/decision-making strategies

- examine the purpose of developing a plan
- investigate a variety of problem-solving/decision-making strategies
- apply strategies to specific issues and problems
- examine consequences of behaviour
- recognize that planning and consequences are interrelated

Examine critical and creative thinking

- identify critical and creative thinking strategies
- use process skills to investigate and apply critical and creative thinking strategies

Investigate studying skills

- identify studying skills:
 - locating
 - organizing
 - note making
 - outlining
 - summarizing
 - recalling
 - memorizing
 - reviewing
 - referencing
- recognize internal and external conditions conducive to studying
- apply studying skills

II. COMPREHENSION

Students will develop their abilities to use a variety of strategies to enhance their understanding of print and non-print materials.

Specific Learner Expectations

Grade 8

Attitudes: Students will be expected to:

- realize the importance to daily living and lifelong learning of continually increasing one's comprehension abilities
- appreciate the importance of understanding the strands of language and their application when sending and receiving messages
- realize the value of accurate messages in the home, the school, the workplace and the community
- acquire a desire to be understood in the communication process

Grade 9

Grade 8

Grade 9

Attitudes (continued)

- develop an eagerness to apply critical/creative thinking, problem-solving and decision-making strategies in daily living
- develop an attitude of pride in personal accomplishments related to communication
- develop a desire to read and comprehend a variety of materials

Concepts: *Students will develop an understanding that:*

- a relationship exists among the strands of language in delivering and receiving communication and determining meaning
- knowledge about the strands of language and their use will increase comprehension
- the active involvement of the sender and receiver is integral to comprehension
- the skills and related steps involved in applying critical/creative thinking, problem-solving and decision-making strategies enhance comprehension
- vocabulary, message delivery strategies and responses differ according to social situations
- verbal and non-verbal cues are important when communicating
- monitoring and evaluating personal use of language will enhance communication

Skills: *Students will be expected to:*

Use boldface, italics, spacing, capitalization, headings and titles as aids to comprehension

- realize that these features are meant to attract attention
- realize that these features help set purpose for the reading that follows

Apply word recognition skills: sight words, phonetic analysis, structural analysis

Skills: *Students will be expected to:*

Use boldface, italics, spacing, capitalization, headings and titles as aids to comprehension

- realize that these features are meant to attract attention
- realize that these features help set purpose for the reading that follows

Apply word recognition skills: sight words, phonetic analysis, structural analysis

Extract meaning from context clues; e.g.,

- synonyms
- antonyms
- similes
- examples

Use signal words as aids to comprehension; e.g.,

- if
- the
- however

Interpret indeterminate qualifiers; e.g.,

- rather
- somewhat
- more or less

Interpret modal verbs; e.g.,

- would
- could
- should
- can
- might
- may

Grade 8

Skills (continued)

Develop vocabulary

- technical vocabulary
- specialized meanings of common words
- descriptive vocabulary

Identify the main idea

Identify supporting detail

Make predictions

Identify consequences

Retell a story or describe an event, observing sequence of events

Use visual information as aids to comprehension; e.g.,

- graphs
- charts
- maps
- pictures
- signs and symbols

Process information

- distinguish between old and new information

Grade 9

Skills (continued)

Understand probability words; e.g.,

- maybe
- chance
- possibly
- perhaps

Develop vocabulary

- technical vocabulary
- specialized meanings of common words
- descriptive vocabulary
- multiple meaning of words

Identify the main idea

- select a title for a reading passage

Identify supporting detail

- recognize non-relevant detail in passage
- relate supporting detail to main idea

Distinguish fact/fiction/opinion

- recognize bias/prejudice
- recognize persuasive language

Make predictions

Draw conclusions

- make inferences

Identify consequences

- recognize cause/effect relationships

Retell a story or describe an event, observing sequence of events

- summarize

Set purpose for communication experience

- develop reading habits suited to the task

Use visual information as aids to comprehension; e.g.,

- graphs
- charts
- maps
- pictures
- signs and symbols

Convert visual information to verbal form

Process information

- distinguish between old and new information

III. FOLLOWING INSTRUCTIONS

Students will use listening, reading and thinking skills to enhance their abilities to follow instructions accurately. In addition, students will apply speaking and writing skills to give clear, precise instructions to others.

Specific Learner Expectations

Grade 8

Grade 9

Attitudes: *Students will be expected to:*

- appreciate the need to follow and give instructions precisely
- develop an understanding that self-concept is related to the ability to follow instructions and to the quality of work
- understand the importance of developing a positive attitude toward giving and following instructions with precision
- develop a desire to follow instructions accurately and to give instructions thoroughly

Concepts: *Students will develop an understanding that:*

- a need exists in all settings to follow written and verbal instructions, and that there are consequences to not following written and verbal instructions precisely
- giving clear verbal and written instructions is important
- following and giving instructions involves synthesizing information from a variety of sources
- developing strategies to increase the ability to follow and give instructions at home, at school, in the workplace and in the community is important to effective communication

Skills: *Students will be expected to:*

Interpret and follow verbal instructions

- discern when verbal instructions must be followed precisely
- recognize the need for sequence

Interpret and follow written instructions

- discern when written instructions must be followed precisely

Interpret visual information to follow instructions

- synthesize information from signs and symbols

Formulate clear instructions others can follow

- give clear verbal instructions

Skills: *Students will be expected to:*

Interpret and follow verbal instructions

- discern when verbal instructions must be followed precisely
- recognize the need for sequence

Interpret and follow written instructions

- discern when written instructions must be followed precisely
- skim instructions to obtain overview

Interpret visual information to follow instructions

- synthesize information from signs and symbols higher level questioning
- synthesize information from text and diagrams
- synthesize information from text and tables

Formulate clear instructions others can follow

- give clear verbal instructions
- give clear written instructions

Offer alternative forms of instruction

- convert written information to verbal form

IV. ASKING AND ANSWERING

Students will develop their abilities to generate questions for a variety of purposes and respond appropriately to questions in numerous situations. Further, students will develop confidence in asking and answering questions, thus increasing risk taking.

Specific Learner Expectations

Grade 8

Grade 9

Attitudes: *Students will be expected to:*

- recognize the importance of generating questions for specific purposes
- develop an attitude of openness related to asking questions, and use questions to satisfy individual curiosity
- appreciate the strategies necessary to ask and answer questions appropriately

Concepts: *Students will develop an understanding that:*

- developing a variety of questioning techniques is important to effective communication
- the social situation will dictate the type of questions and responses expected

Skills: *Students will be expected to:*

Formulate questions

- generate questions for a specific purpose

Skills: *Students will be expected to:*

Formulate questions

- generate questions for a specific purpose
- generate questions to elicit further information
- formulate higher level questioning

Recognize whether an answer is expected or required

- recognize rhetorical/redundant questions

V. REPORTING/MAKING NOTES

Students will use a variety of skills to gather and organize information, and present information through written, oral and/or visual reports.

Specific Learner Expectations

Grade 8

Grade 9

Attitudes: *Students will be expected to:*

- appreciate the function of organizing and planning at home, at school, in the workplace and in the community
- develop a desire for accuracy in reporting and making notes
- appreciate the importance of reporting and note-making strategies in their daily lives

Grade 8

Concepts: *Students will develop an understanding that:*

- planning involves the use of organizational patterns
- developing the ability to organize information by locating and selecting suitable sources is important when reporting and making notes
- selecting resources appropriate to the task will enhance reporting and making notes
- numerous strategies may be used to report information and convey ideas effectively

Skills: *Students will be expected to:*

Make lists

- categorize items on a list

Gather information

- locate and select suitable sources of information

Recognize organizational patterns

- enumeration of events

Outline

- organize information according to main ideas and supporting details

Report

- give an eyewitness verbal report
- give a demonstration

Grade 9

Skills: *Students will be expected to:*

Make lists

- categorize items on a list

Gather information

- locate and select suitable sources of information
- select appropriate modes for transmitting information
- organize and store personal information for retrieval at a later date

Recognize organizational patterns

- enumeration of events
- chronological order
- cause and effect

Outline

- organize information according to main ideas and supporting details
- identify key words and phrases
- select relevant details
- discard irrelevant details
- summarize
- use symbols and abbreviations
- change sentences to point form

Report

- give an eyewitness verbal report
- give a demonstration
- produce a written report

VI. DISCUSSING

Students will enhance their abilities to apply speaking skills in small and large group discussions. Students will also use speaking skills to help organize and generate ideas and thoughts.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to:*

- develop a sense of confidence in personal discussing abilities
- appreciate the roles accepted by members of a discussion group
- acquire a desire to share information through discussion
- develop a desire to apply the written and unwritten rules of discussing
- appreciate and accept the opinions expressed by others

Concepts: *Students will develop an understanding that:*

- there are numerous written and unwritten rules of discussing, and that adhering to these rules will enhance communication
- specific responsibilities are associated with discussion roles
- one must identify and respond to non-verbal communication cues, and effectively use non-verbal cues

Skills: *Students will be expected to:*

Recognize conventions of holding a discussion

- recognize roles and tasks
- help generate rules for behaviour
- share information

Differentiate between fact and opinion

Grade 9

Skills: *Students will be expected to:*

Recognize conventions of holding a discussion

- recognize roles and tasks
- help generate rules for behaviour
- share information
- monitor and evaluate personal involvement

Differentiate between fact and opinion

Form opinions

- formulate foundation for opinion
- assert and defend personal opinion

Recognize that an issue can have more than one side

- permit/respect others' opinions

VII. RESPONDING TO LITERATURE

Students will use the characters and situations in literature to expand their knowledge and learn more about themselves and others. Students will examine problem-solving and decision-making strategies in literature and compare them with personal strategies.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to:*

- develop an appreciation of various types of literary genres
- initiate a desire to read for a variety of purposes, including enjoyment
- appreciate the ability of the printed word to transport the reader to a new and unknown world, thus providing unique experiences

Concepts: *Students will develop an understanding that:*

- a variety of literary genres exists
- the ability to explore the elements of a literary or media selection, identify the purposes and relate these to form are important
- selecting reading material suited to the task will enhance understanding
- a relationship between literature and reality exists and warrants exploration
- selecting and reading material will increase personal knowledge and enjoyment

Skills: *Students will be expected to:*

Identify various literary genres

- distinguish between fiction and non-fiction

Develop an understanding of story elements

- setting
- character
- conflict

Identify clues that provide information about setting

Investigate characteristics

- identify main characters

Grade 9

Skills: *Students will be expected to:*

Identify various literary genres

- distinguish between fiction and non-fiction
- identify fiction genres; e.g.,
 - short story
 - novel
 - poetry
 - play
- identify non-fiction genres; e.g.,
 - biography
 - autobiography
 - textbook

Develop an understanding of story elements

- setting
- character
- conflict
- plot

Identify clues that provide information about setting

Investigate characteristics

- identify main characters
- recognize methods of characterization
- find clues that establish relationships between characters

Grade 8

Skills (continued)

Respond to literature

- read for a variety of purposes
- identify various types of reading material with individual appeal

Recognize that literature reflects human life and experiences

Grade 9

Skills (continued)

Identify forces in conflict

- individual versus individual
- individual versus environment
- individual versus self

Investigate plot

- detect plot unfolding

Respond to literature

- read for a variety of purposes
- identify various types of reading material with individual appeal
- select material at appropriate level of difficulty for independent reading
- form a personal response

Recognize that literature reflects human life and experiences

- identify universal themes in literature
- identify with people and situations encountered in literature
- relate literature experience to personal experience
- become increasingly sensitive to the feelings of others

Recognize literary devices

- symbolism
- similes

VIII. DEVELOPING LANGUAGE MECHANICS

Students will develop and apply strategies to edit material written by themselves and others.

Specific Learner Expectations

Grade 8

Attitudes: *Students will be expected to:*

- appreciate the need to develop and apply mechanically correct communication at home, at school, in the workplace and in the community
- develop a desire to adhere to the conventional mechanics of language in written and verbal communication
- develop curiosity and interest in the evolution of language

Grade 9

Grade 8

Grade 9

Concepts: *Students will develop an understanding that:*

- using appropriate parts of speech, vocabulary and grammar in written and verbal communication will enhance meaning
- language conventions should be applied appropriately when developing written products
- numerous strategies may be used to enhance one's ability to apply appropriate language mechanics
- a relationship exists between a social situation and the selection of appropriate language

Skills: *Students will be expected to:*

Use correct parts of speech

- use correct verb form:
 - verb tense
 - subject/verb agreement
 - irregular verbs, such as be, have, go, see, do, come
- use pronouns correctly:
 - possessive pronouns
 - agreement between pronoun and pronoun reference
- recognize and correctly use a variety of parts of speech, such as:
 - nouns
 - adjectives
 - adverbs

Identify and write complete sentences

- interpret compound and complex sentences

Adhere to conventions of spelling

- use a systematic approach to identify predictable spellings
- use a systematic approach to identify unpredictable spellings
- use a dictionary to check spellings

Use correct punctuation, such as

- periods
- commas
- question marks
- exclamation marks

Skills: *Students will be expected to:*

Use correct parts of speech

- use correct verb form:
 - verb tense
 - subject/verb agreement
 - irregular verbs, such as be, have, go, see, do, come
- use pronouns correctly:
 - possessive pronouns
 - agreement between pronoun and pronoun reference
- recognize and correctly use a variety of parts of speech, such as:
 - nouns
 - adjectives
 - adverbs

Use transitional devices, such as because, since, therefore, thus, also, in addition, further, but, however, though

Identify and write complete sentences

- interpret compound and complex sentences
- write paragraphs

Adhere to conventions of spelling

- use a systematic approach to identify predictable spellings
- use a systematic approach to identify unpredictable spellings
- use a dictionary to check spellings

Use correct punctuation, such as

- periods
- commas
- question marks
- exclamation marks

Identify appropriateness of formal/informal registers

- identify slang, idioms, clichés
- adhere to conventions according to social situations

D. BASIC LEARNING RESOURCES

Grade 8

Allington, Richard L. et al. *Wonders and Winners*.
Glenview, IL: Scott, Foresman and Company,
1985.

ISBN 0673210154

Grade 9

Allington, Richard L. et al. *Sights and Sounds*.
Glenview, IL: Scott, Foresman and Company,
1985.

ISBN 0673210162

IOP

PRACTICAL ARTS

GRADES 8 AND 9

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers ... (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of

their abilities and needs, have taken the Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Practical Arts Component of the Integrated Occupational Program helps students to develop essential concepts, skills and attitudes within the context of eight occupational clusters.

In Grades 8 and 9, IOP students develop AWARENESS of the eight occupational clusters addressed in the senior high occupational component of the program through their participation in IOP Practical Arts courses: Business Education, Personal and Public Services, Technical/Occupational.

Level 16 students EXPLORE potential career opportunities within the eight occupational clusters. Level 26 students narrow their career focus and select an ORIENTATION in two or more related occupational courses. Level 36 students narrow their career focus even further, and develop skills in PREPARATION for their transition to either the world of work or to other educational/training institutions.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

The Integrated Occupational Program Practical Arts Component, Grades 8 and 9, is designed to provide opportunities for students to have practical and appropriate learning experiences within the school, home and the community in the context of clusters of occupations. The practical arts courses focus primarily on the needs of students and seek to build on their strengths and interests. Also, the practical arts courses help students construct their own bridges as they make the transition from junior high school to senior high school and then to the workplace.

Throughout the Practical Arts Component, teachers are encouraged to assess the needs of each student and to complement and supplement the curriculum with additional materials that best meet their needs.

Three key practical arts concepts emerge from the above.

- Students develop generic skills in one or more occupational clusters that will enable them to make educated decisions concerning the roles they wish to play in the workplace and in the community.
- Students develop work skills that will enable them to gain entry-level employment in one or more of the occupational families.
- Students develop generic skills and work skills achieved through courses of study that integrate:
 - the learning of essential concepts, skills and attitudes across the curriculum
 - the school and the community as partners in the educational process.

In addition, the practical arts courses should enable each student to experience success through learning; to develop a positive self-concept; to develop saleable life skills; and to make the transition from student to work, to contributing member of society.

The eight occupational clusters and related senior high occupational courses that comprise the Practical Arts/Occupational Component of the Integrated Occupational Program are:

<u>Occupational Clusters</u>	<u>Occupational Courses</u>
1. Agribusiness	Agricultural Mechanics Agricultural Production Horticultural Services
2. Business and Office Operations	Business Services Office Services
3. Construction and Fabrication	Building Services Construction Services
4. Creative Arts	Crafts and Arts Technical Arts
5. Natural Resources	Natural Resource Services
6. Personal and Public Services	Child and Health Care Services Esthetology Fashion and Fabric Services Hair Care
7. Tourism and Hospitality	Commercial Food Preparation Food Services Maintenance and Hospitality Services
8. Transportation	Automotive Services Service Station Services Warehouse Services

B. GENERAL LEARNER EXPECTATIONS

The Practical Arts Component of the Integrated Occupational Program, Grades 8 and 9, strives to use the learning facilities of the school and the learning opportunities in the community to achieve the goals of *enabling students to*:

- show initiative
- accept constructive criticism
- seek assistance
- follow instructions
- enhance self-esteem
- think critically and creatively
- communicate effectively with peers and others
- develop improved social skills
- perform safe use and safe behaviour practices in the home, at school and in the workplace
- develop entry-level work skills
- understand the opportunities available to entrepreneurs
- provide opportunities to gain awareness of career opportunities from among the clusters of occupations and IOP courses available in local schools
- develop organizational skills including good work habits and time and task management
- develop an interest and a desire to pursue further education and training.

In addition, each of the Grades 8 and 9 courses comprising the IOP Practical Arts Component — Business Education, Personal and Public Services, Technical/Occupational — incorporates the goal of reinforcing concepts, skills and attitudes learned across the curriculum.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for each of the practical arts courses in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

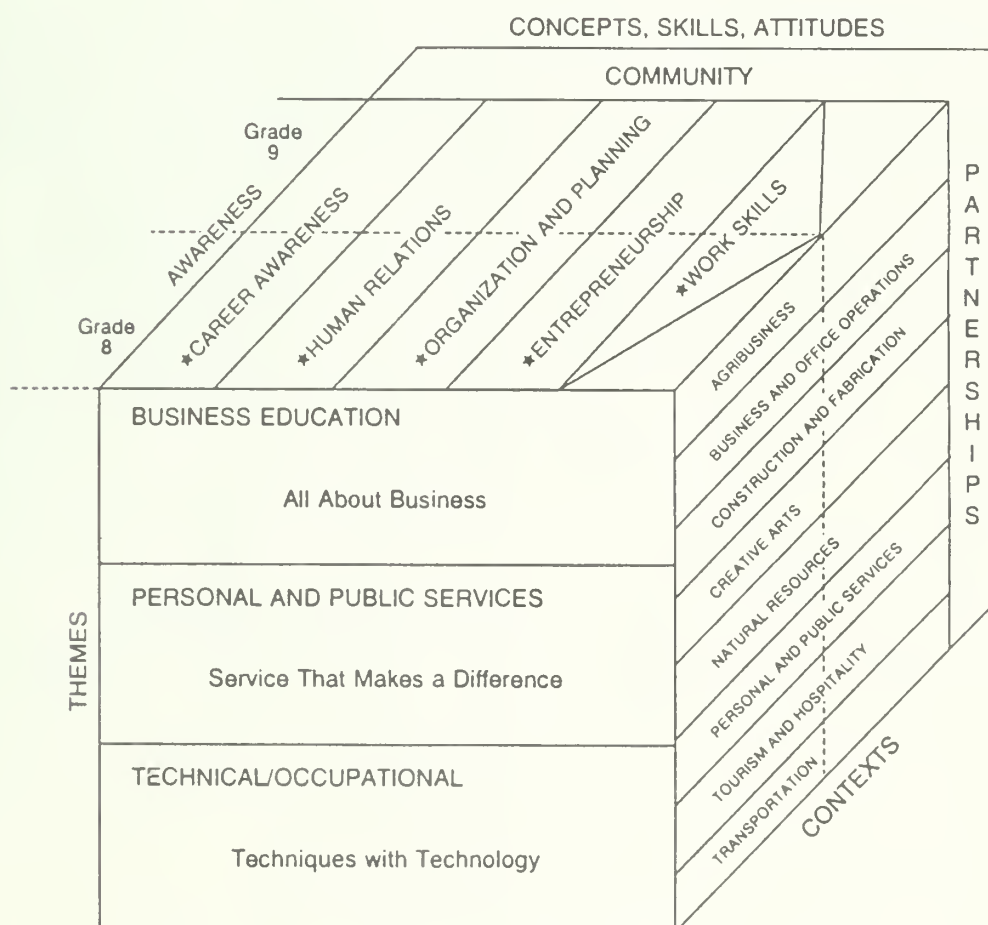
The Practical Arts Component of the Integrated Occupational Program is a two-year program. The three courses that comprise the IOP Practical Arts (Business Education, Personal and Public Services, Technical/Occupational) may be offered to Grade 8 and Grade 9 students.

The framework for IOP Practical Arts, Grades 8 and 9, is illustrated in the model below. It shows an integration of program dimensions that encourages a "holistic" approach to instruction

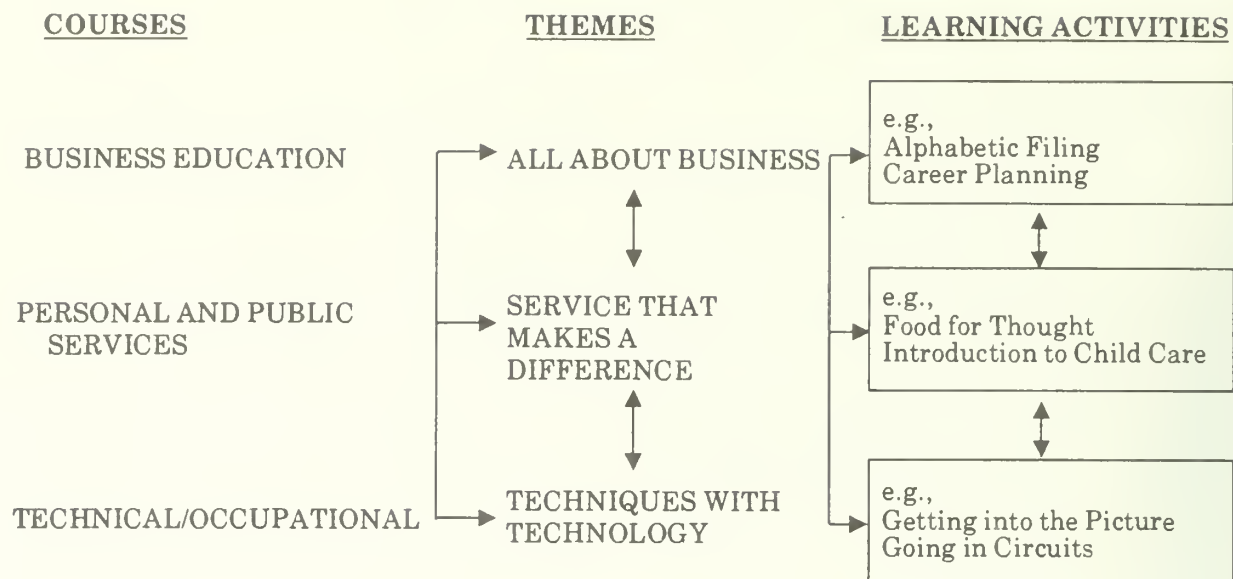
and learning. Four dimensions provide a basis for program planning and are represented on the cube as:

- concepts, skills, attitudes
- contexts
- community partnerships
- themes.

INTEGRATED OCCUPATIONAL PROGRAM PRACTICAL ARTS, GRADES 8 AND 9



★ = Generic Skills



PROGRAM CONTENT

IOP Practical Arts is composed of three complementary courses within the junior high school program:

- Business Education, Grades 8 and 9
- Personal and Public Services, Grades 8 and 9
- Technical/Occupational, Grades 8 and 9.

The content for the three courses consists of:

- **Generic and Work Skills.** The concepts, skills and attitudes that comprise this component of each course are outlined in the Specific Learner Expectations section.
- **Thematic Learning Activities.** A collection of activities is organized in each of three themes:
 - All About Business
 - Service That Makes a Difference
 - Techniques with Technology.

The themes provide the vehicle by which the generic and work skills are taught and learned. The thematic learning activities are located in the corresponding teacher resource manual, available from the Learning Resources Distributing Centre.

The matrix of the thematic learning activities and their relationship to the eight occupational clusters is shown on the following page.

TIME ALLOCATION

Each IOP student is required to receive a minimum of 225 hours and a maximum of 380 hours of instruction in IOP Practical Arts in each of Grades 8 and 9. In each of these years, IOP Practical Arts will account for a maximum of 40 per cent of each IOP student's learning activities.

COMMUNITY PARTNERSHIPS

Community partnerships are a required component of each IOP Practical Arts course. Community partnerships include in-school visits, demonstrations, talks, etc., given by community members; and teacher/student observations, job shadowing, work study and work experience activities within the community.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate concepts, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related concepts, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

INTEGRATED OCCUPATIONAL PROGRAM PRACTICAL ARTS, GRADES 8 AND 9

MATRIX OF OCCUPATIONAL CLUSTERS AND THEMATIC LEARNING ACTIVITIES

THEMATIC UNITS		Suggested Grade	OCCUPATIONAL CLUSTERS							
THEMES	LEARNING ACTIVITIES		Ag.	Bus.	C.F.	C.A.	N.R.	P.P.S.	T.H.	Tr.
ALL ABOUT BUSINESS	ALPHABETIC FILING	8	X	X	X	X	X	X	X	X
	CAREER PLANNING	8-9	X	X	X	X	X	X	X	X
	PREPARING TO KEYBOARD	8		X				X	X	X
	KEYBOARDING: THE ALPHABETIC KEYBOARD	8		X		X		X	X	X
	TELEPHONE DIRECTORIES: WHO'S WHO AND WHAT'S WHAT	8	X	X	X	X	X	X	X	X
	THE TELEPHONE: MAKING THE CONNECTION	8	X	X	X	X	X	X	X	X
	KEYBOARDING: BUILDING SKILLS	9		X		X		X	X	X
	KEEPING ON TRACK: SPECIALIZED FILING SYSTEMS	9	X	X	X	X	X	X	X	X
	OPERATING A SMALL BUSINESS	9	X	X	X	X		X	X	X
	THE RECEPTIONIST: CREATING THE FIRST IMPRESSION	9		X				X	X	X
SERVICE THAT MAKES A DIFFERENCE	FOOD FOR THOUGHT	8						X	X	
	INTRODUCTION TO CHILD CARE	8		X				X	X	
	PERSONAL GROOMING	8-9	X	X	X	X	X	X	X	X
	SAFETY AND FIRST AID	8	X	X	X	X	X	X	X	X
	SEWING SKILLS: IT'S SO EASY	8		X		X		X	X	
	BABY-SITTING: CERTIFICATE COURSE	9		X				X	X	
	CONSUMERISM: BUYING FOR PROFIT	9	X	X	X	X	X	X	X	X
	PARTY TIME	9		X				X	X	
	SERVICE AND TECHNOLOGY	9		X				X	X	
	SMILE, YOU'RE A TOURIST ATTRACTION	9	X	X	X	X	X	X	X	X
TECHNIQUES WITH TECHNOLOGY	GETTING INTO THE PICTURE	8		X		X		X	X	
	GOING IN CIRCUITS	8	X		X		X		X	X
	HEAVY METAL	8	X		X	X	X			
	SAFETY: THE TOOLS OF THE TRADE	8	X	X	X	X	X	X	X	X
	WHEELING AND DEALING	8								
	DESIGN TECHNOLOGY	9	X	X	X	X	X	X	X	X
	GETTING INTO THE BIGGER PICTURE	9		X		X				
	GIVE IT THE GAS. BUILDING A MODEL DRAGSTER	9	X		X	X	X			X
	JOINING FORCES: CONSTRUCTING AN EXTENSION CORD	9	X	X	X	X	X	X	X	X
	SMALL ENGINE MAINTENANCE	9	X	X	X	X	X	X	X	X

KEY: Ag. - Agriculture; Bus. - Business and Office Operations; C.F. - Construction and Fabrication; C.A. - Creative Arts; N.R. - Natural Resources; P.P.S. - Personal and Public Services; T.H. - Tourism and Hospitality; Tr. - Transportation.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the generic and required components of all of the Grades 8 and 9 IOP Practical Arts courses. Learner expectations specific to the development of work skills within each thematic unit are identified in the corresponding teacher resource manual.

Both the generic and the work skills learner expectations are designed to accommodate individual student differences through the identification of learning activities in each theme. These activities provide the teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The teacher is expected to make an assessment of each student's abilities upon entering a practical art course and to develop a teaching plan that provides each student with sufficient time to develop awareness and to experience success at each step of the course.

In this context, teachers are advised to individualize their expectations of student performance, and use the elective component of each course to provide remedial or enrichment activities to individual students by assessing their ongoing performance. The elective component of the practical arts courses permits teachers to:

- extend or expand upon topics, thus embedding additional concepts, skills and attitudes considered appropriate to student interest and need
- enrich the program by introducing new concepts and activities considered relevant to the student and the local community
- remediate or reinforce skills from the required component that appear to be weak.

The instructional time for the practical arts should be apportioned:

- 80% Required
- 20% Elective.

SPECIFIC LEARNER EXPECTATIONS

A list of specific learner expectations for each of the generic components of the IOP Practical Arts courses follows. Please note that the learner expectations comprise the required component of each IOP Practical Arts course.

CAREER AWARENESS

This strand introduces students to the variety of job and career opportunities in Alberta and the opportunities available in high schools and other educational institutions for career development.

This strand includes the concepts, attitudes and skills listed below. The skills component for each grade/course is addressed through the five elements shown.

Specific Learner Expectations

Grade 8

Concepts

The student will:

- develop an understanding of relationships between the cluster of occupational courses offered in local high schools and career opportunities in the community
- recognize the difference between a job and a career
- develop an understanding of how continuing education activities relate to lifelong learning
- recognize that the search for employment is a problem-solving process, not a single activity
- recognize that advances in technology can change career and employment patterns.

Attitudes

The student will:

- appreciate the value of acquiring concepts, skills and attitudes appropriate to entry-level employment in a broad range of occupations
- value the necessity of learning throughout life
- recognize the value of an organized approach to career awareness and the job search process
- develop an attitude of curiosity and openness to new ideas and opportunities, being critical and constructive in the identification and selection of potential career paths.

Grade 9

Concepts

The student will:

- recognize the relationships between job and career planning and occupational cluster and course selection
- recognize the major stages of the career planning and the job search processes
- understand how to apply job search strategies when seeking part-time paid or volunteer employment
- develop an increased understanding of the relationship among career planning, continuing education and lifelong learning.

Attitudes

The student will:

- appreciate the need for the ongoing development of concepts, skills and attitudes appropriate to clusters of occupations
- further develop an attitude of curiosity and openness to new ideas and opportunities, being critical and constructive in the identification and selection of potential career paths.

Grade 8

Skills

The student will:

A. Occupational Clusters

1. identify scope of occupational clusters in local high schools.

B. Related Courses

1. identify range of related courses available in local high schools.

C. Jobs and Careers

1. recognize the difference between a job and a career
2. become aware of job and career potential in each occupational cluster.

D. Lifelong Learning

1. define and describe "lifelong learning"
2. associate continuing education opportunities with occupational clusters.

E. Job Search

1. recognize job search as a process
2. identify the basic parts of the job search process.

Grade 9

Skills

The student will:

A. Occupational Clusters

1. select occupational clusters for exploration at the 16-level.

B. Related Courses

1. select occupational courses for exploration at the 16-level.

C. Jobs and Careers

1. recognize the value of short-term job and long-term career plans
2. identify part-time jobs in the community
3. project future career opportunities.

D. Lifelong Learning

1. recognize the value of lifelong learning
2. identify opportunities for continuing education.

E. Job Search

1. identify forms and other written materials used in the job search process
2. identify personal interests and abilities
3. relate personal interests and abilities to job and career plans
4. apply for part-time employment (paid or volunteer).

HUMAN RELATIONS

The human relations strand enables students to recognize personal abilities and the importance of human relations skills in all situations, including finding and keeping employment.

This strand includes the concepts, attitudes and skills listed below. The skills component for each grade/course is addressed through the three elements shown.

Specific Learner Expectations

<u>Grade 8</u>	<u>Grade 9</u>
Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● understand that each person has strengths and weaknesses● recognize that personal strengths and weaknesses are relative to context, situation, goals and objectives● recognize that self-esteem is demonstrated through:<ul style="list-style-type: none">– body posture and appearance– expression and emotion– initiative and responsibility– personal satisfaction and pride in achievement● develop respect for individuality of others● understand the respective roles of employers and employees● understand that communication — verbal, non-verbal and visual/symbolic — involves interaction and the creation and sharing of meanings.	<ul style="list-style-type: none">● develop an increased understanding of personal strengths and weaknesses● recognize that achievement is directly related to effort● understand the importance of being able to communicate verbally and non-verbally with others.
Attitudes	Attitudes
<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● develop an improved self-concept● appreciate the value of good interpersonal relationships in the home, the school and the workplace● display insightful, sensitive and considerate behaviour to others● appreciate the value of honesty, truth and openness to the attainment of effective communications and interpersonal relationships.	<ul style="list-style-type: none">● appreciate the importance of having a positive self-concept● appreciate the value of effective communication skills● develop self-confidence and overcome fear in relating to others● appreciate the rights of others, including those from other cultures, the young, the aged and the disabled.

Grade 8

Skills

The student will:

A. Personal Development

1. identify personal strengths and limitations
2. recognize the meaning and importance of "motivation", "initiative" and "responsibility"
3. identify the implications of flexible, innovative and creative behaviours
4. recognize the meaning and importance of "self-esteem"
5. recognize the value of self-praise and criticism
6. recognize the importance of personal appearance.

B. Interpersonal Relationships

1. show respect for others
2. display courtesy
3. describe the respective roles of employers and employees
4. explain the concept of "assertive behaviour".

C. Communications

1. follow simple instructions
2. demonstrate an understanding of basic occupational terminology
3. use appropriate conversational skills
4. use appropriate non-verbal communication skills
5. listen effectively
6. write legibly.

Grade 9

Skills

The student will:

A. Personal Development

1. develop personal strengths
2. become aware of personal limitations
3. identify personal goals
4. recognize areas for potential growth
5. demonstrate responsible behaviours
6. demonstrate flexible, innovative and creative behaviours in appropriate contexts
7. exhibit pride in personal achievement
8. cope effectively with criticism and change
9. maintain a well-groomed appearance.

B. Interpersonal Relationships

1. relate well to peers and adults
2. respect the rights of others
3. show respect for lawful authority
4. display appropriate assertive behaviour.

C. Communications

1. read simple business correspondence
2. write simple business correspondence
3. use basic occupational terms
4. recognize and follow visual instructions
5. ask questions
6. seek help when needed
7. develop public communication skills.

ORGANIZATION AND PLANNING

This strand introduces students to the basic principles of organization and planning in a variety of situations as a means of making decisions, solving problems and attaining standards.

This strand includes the concepts, attitudes and skills listed below. The skills component for each grade/course is addressed through the four elements shown.

Specific Learner Expectations

Grade 8

Concepts

The student will:

- understand that positive work habits are those that promote the attainment of positive outcomes; i.e., good marks, advancement and personal growth
- recognize the need for the ongoing development of time and task management skills
- understand the importance of, and display, organization and planning skills in decision making, problem solving and project work
- develop an understanding of strategies for decision making and problem solving that involve the application of knowledge, skill and experience
- understand the need for computational competence in daily life activities that relate to personal management and responsibilities in the workplace
- recognize the importance of maintaining standards of safety, performance and production in the home, the school and in the workplace.

Grade 9

Concepts

The student will:

- develop an increased understanding that positive work habits are those that promote the attainment of desired outcomes; i.e., good marks, job attainment, job retention and personal growth
- understand that decision making and problem solving are processes that can be adapted to suit different people in different situations
- understand how computational ability affects one's capacity to function in the home, the school and the workplace
- understand that standards of performance, production and safety are designed to protect people.

Grade 8

Attitudes

The student will:

- appreciate the value of an organized approach to problem solving
- develop a sense of responsibility toward time and task management and safety practices
- appreciate the usefulness of computational competence and problem-solving skills in all occupations
- value people, processes and objects that meet a positive set of standards.

Skills

The student will:

A. Work Habits

1. identify the importance of time management
2. identify the importance of task management
3. attend regularly
4. identify the need for organizational skills in the workplace.

B. Decision Making

1. identify a problem
2. identify the stages in a simple problem-solving process
3. identify the components of a task.

Grade 9

Attitudes

The student will:

- appreciate that organization and planning used in a constructive and creative manner can be beneficial to self and to others
- appreciate that time and task management, and safety practices are required skills in a consumer society
- accept the responsibility for developing personal standards of hygiene and for maintaining public hygiene practices.

Skills

The student will:

A. Work Habits

1. attend regularly
2. be punctual
3. complete work on time.

B. Decision Making

1. identify the problem
2. formulate a plan
3. recognize alternative courses of action
4. establish desirable outcomes
5. identify criteria for evaluating outcomes
6. portray the problem-solving/decision-making processes graphically
7. apply a simple decision-making/ problem-solving process to a task.

Grade 8

Skills (continued)

C. Computations★

1. read numbers up to four digits
2. use four basic math functions
3. round off decimals to two places
4. count money to \$100
5. identify basic units of measurement
6. identify measuring tools
7. recognize uses of charts and graphs.

D. Standards

1. identify types and uses of standards in the workplace
2. identify general safety standards
3. identify importance of personal and public hygiene practices
4. identify task-related standards.

Grade 9

Skills (continued)

C. Computations★

1. apply basic computations to a task
2. calculate simple percentages
3. make change for purchases up to \$100
4. recognize the uses of metric and imperial measures
5. draw and interpret a simple table, chart and graph.

D. Standards

1. identify related occupational standards
2. describe related occupational safety standards
3. describe personal and public hygiene practices
4. complete projects and/or provide services to acceptable standards.

★METRICATION POLICY

It is the policy of Alberta Education that SI units be the principal system of measurement in the curriculum of the schools in the province. In preparing students for transition to the workplace where imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the IOP Practical Arts/Occupational Component support documents.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

ENTREPRENEURSHIP

This strand introduces students to the concept of enterprise as applied in the world of business and commerce. The purpose is to encourage students to investigate their interests and potential to be self-employed and operators of their own business.

This strand includes the concepts, attitudes and skills listed below. The skills component for each grade/course is addressed through the three elements shown.

Specific Learner Expectations

<u>Grade 8</u>	<u>Grade 9</u>
Concepts	Concepts
<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● develop an understanding that entrepreneurship is a career option● recognize that real-life work experiences are best learned through community partnership activities● develop an understanding of basic small business operating procedures.	<ul style="list-style-type: none">● understand the potential for entrepreneurial activities in a range of occupational clusters● understand that products and services in a technological society must be provided by people with specific knowledge● develop further understanding of how a small business operates.
Attitudes	Attitudes
<i>The student will:</i>	<i>The student will:</i>
<ul style="list-style-type: none">● develop an appreciation of the role of small businesses in the community● recognize the value of an organized and planned approach when operating a small business● develop an attitude of curiosity and openness to new ideas that may be operationalized in the form of a small business.	<ul style="list-style-type: none">● appreciate the scope of small businesses in a community● appreciate that a diversity of skills is required by workers in a consumer society● begin to accept responsibility for the development of concepts, skills and attitudes needed in a consumer society.
Skills	Skills
<i>The student will:</i>	<i>The student will:</i>
A. Entrepreneurial Awareness	A. Entrepreneurial Awareness
1. explore self-directed activities at home, in school and in the community.	1. identify potential entrepreneurial opportunities in occupational clusters.
B. Small Business Operations	B. Small Business Operations
1. identify basic small business operating procedures.	1. participate in the operation of a business venture within the school.

Grade 8

Skills (continued)

C. Field Experiences

1. participate in various field experiences.

Grade 9

Skills (continued)

C. Field Experiences

1. initiate a community partnership activity.

WORK SKILLS

This strand provides opportunities for students to apply concepts, skills and attitudes identified in the previous strands to real-life situations. The integration of community partnership activities will enable students to develop awareness and skills related to the eight occupational clusters.

This strand includes the concepts, attitudes and skills listed below. The skills component for each grade/course is addressed through the five elements shown.

Specific Learner Expectations

Grade 8

Concepts

The student will:

- understand the difference between generic/employability skills and work skills
- recognize the need for safe and sanitary work practices in the home, the school and the workplace
- develop an understanding of how to respond to emergencies:
 - fire
 - personal injury
 - injury to others
 - tool or equipment breakage or failure
 - hazardous product leakage or contact
- recognize that time and practice will improve performance and/or project quality.

Attitudes

The student will:

- appreciate the value of review, repetition and reinforcement to the development of work skills competency
- develop a commitment to personal growth in the context of the practical arts
- understand the value and show respect for the property of others when using tools, equipment and supplies.

Grade 9

Concepts

The student will:

- develop an increased understanding of the difference between generic/employability skills and work skills
- recognize the procedures used to achieve and maintain a safe and sanitary working environment
- develop an increased understanding that time and practice will improve performance and/or project quality.

Attitudes

The student will:

- appreciate the relationship between task commitment and task repetition, and level of performance
- display safety consciousness
- demonstrate concern for self and others.

Grade 8

Skills

The student will:

A. Employability

1. describe "employability"
2. recognize the difference between employability and work skills.

B. Safety

1. identify safety practices used in the workplace
2. demonstrate safe work practices.

C. Sanitation

1. identify sanitary practices used in the workplace
2. demonstrate appropriate personal and public hygiene practices.

D. Equipment, Tools, Supplies

1. identify task-related equipment, tools and supplies
2. use basic equipment, tools and supplies correctly.

E. Projects

1. follow project instructions
2. complete projects to acceptable standards.

Note: More specific work skills related to the eight occupational clusters are identified in the *Integrated Occupational Program Practical Arts Teacher Resource Manual, Grades 8 and 9* in the following themes:

- All About Business
- Service That Makes a Difference
- Techniques with Technology.

Grade 9

Skills

The student will:

A. Employability

1. describe and compare work skills and employability skills related to occupational clusters.

B. Safety

1. practise safe work habits
2. demonstrate safe handling of equipment, tools and supplies.

C. Sanitation

1. practise sanitary work habits
2. demonstrate appropriate task-related sanitation practices.

D. Equipment, Tools, Supplies

1. select and use correct tool for the job.

E. Projects

1. complete required number of projects
2. design and produce a self-directed project.

D. BASIC LEARNING RESOURCES

Personal and Public Services

Foster, J. A. et al. *Creative Living*. Canadian edition. Don Mills, ON: Collier Macmillan Canada, Inc., 1985. [student edition]

ISBN 002947230X

Technical/Occupational

Los Angeles Unified School District. *General Industrial Education*. Second edition. Mission Hills, CA: Glencoe Publishing Company, 1988.

ISBN 0028203909

IOP

SOCIAL STUDIES

GRADES 8 AND 9

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, June 1985, directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is known as the Integrated Occupational Program (IOP) and articulates with a similar program in the senior high school. The policy states that:

... the goals of secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers . . . (p. 13)

The policy also states the value of community partnerships in the educational process:

Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools. (p. 8)

In addition, the policy statement directs that:

The Certificate of Achievement will be awarded to those students who, because of their abilities and needs, have taken the

Integrated Occupational Program. The Certificate will recognize their achievement in that program. (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational Social Studies Program is designed for students who have experienced difficulty with social studies in the regular program, and focuses on the need of the learner to experience success. Further, the program assists students to transfer and apply specific process, communication and participation skills, and inquiry strategies to more generalized situations in everyday life and the world of work.

The Integrated Occupational Social Studies Program, Grades 8 and 9, provides the essential knowledge, skills and attitudes needed for students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication and participation skills, and inquiry strategies in order to enhance student ability to answer questions, make decisions, solve problems and adjust to changing circumstances. This approach is intended to foster an appreciation of social studies for its usefulness and relevance, and thus motivate students to participate in the learning process.

In a rapidly changing technological society, students require effective critical/creative thinking skills and problem-solving/decision-making strategies. The social studies program enhances student ability to apply skills and strategies in unfamiliar situations, make intelligent choices, monitor behaviour, and understand that one must live with the consequences of personal decisions. Students are encouraged to develop realistic aspirations regarding their future endeavours and responsible attitudes toward citizenship. The course content is the context in which skills and attitudes are developed and comprises history, geography, economics, current affairs and the social sciences.

Prescribed content in the Integrated Occupational Social Studies Program, Grades 8 and 9, reflects an emphasis on life skills and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational Social Studies Program are consistent with those of other regular program social studies courses. This continuity will assist students in their transition from a regular program to the IOP, and from the IOP back to a regular program.

Within appropriate contexts, the social studies program is designed to mediate, reinforce and/or extend knowledge, skills and attitudes addressed in preceding social studies courses. In addition, new knowledge, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985 that there should be: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These

beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning. However, each student's learning preference and pace is unique, reflecting past experiences. The Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus, every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare students for meaningful participation in our democratic society.

Social studies is a school subject that assists students to acquire the knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society.

The Integrated Occupational Social Studies Program focuses first and foremost on the needs of the learner. As attitude and self-esteem have powerful influences over learning, the program must foster within each student a positive self-concept and a positive attitude toward learning. The knowledge, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environment.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching learning tasks. Instructional planning should include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

The Integrated Occupational Social Studies Program provides opportunities to promote further understanding of traditional social

studies as it relates to an appropriate knowledge base and the changing family, community, provincial, country and world environments. In addition, this social studies program expands the concept of “social” to include the personal and interpersonal skills necessary for students to develop into responsible citizens at home, at school, in the workplace and in the global community.

The Integrated Occupational Social Studies Program takes the following factors into account.

- **Nature and needs of the learner.** The program is designed to accommodate the abilities, needs, interests, cultural heritage and learning styles of each student.
- **Nature and needs of a changing society.** The program is designed to develop knowledge, skills and attitudes that will enable students to become responsible members of society. Responsible citizens apply critical and creative thinking skills to make decisions based on input from a wide variety of sources, respect the behaviours, cultures and opinions of other individuals and groups, and participate positively in society. Process, communication and participation skills, and inquiry strategies will prepare students to adapt to a changing world.
- **Nature of knowledge in each area of social studies.** Economics, geography, history and social sciences are incorporated as determined by the abilities and needs of students.
- **Learning environment.** Teachers are encouraged to adapt delivery and design of the prescribed program in keeping with the abilities, needs, interests, learning preferences and cultural heritage of students. School and community resources are to be considered, and teachers are encouraged to enhance program delivery through a variety of activities that promote community involvement and recognition of cultural groups within the community.

The program will enhance students’ abilities to:

- become self-motivated and self-directed decision makers
- gain confidence in taking risks, accepting challenges and making decisions
- develop confidence and a sense of self-worth in their ability to participate responsibly in a changing society.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend upon personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level with a high emphasis placed on experiential learning. Specific concepts and skills should be developed after establishing a need for their use through learning activities involving three levels of instructional technique:

- concrete; e.g., use of models
- transitional; e.g., pictorial representation
- formal; e.g., symbolic representation.

Strategies that will assist the learner in progressing from the concrete level of thinking to more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual, available from the Learning Resources Distributing Centre.

B. GENERAL LEARNER EXPECTATIONS

Students in the Integrated Occupational Social Studies Program will be expected to participate responsibly in society. Responsible citizenship involves becoming knowledgeable, having purpose and making informed choices. A democratic society, such as Canada's, requires the understanding and the exercising of rights and responsibilities by individuals and groups.

To facilitate the development of responsible citizenship, *students will be expected to:*

- develop the essential knowledge, skills and attitudes necessary for responsible participation at home, at school, in the community and in the workplace
- develop positive attitudes toward lifelong learning and responsible citizenship
- apply critical/creative thinking skills and problem-solving/decision-making strategies to a variety of life situations
- respect the dignity and worth of self and others
- acquire the personal and interpersonal skills that will enable them to:
 - function appropriately in a variety of settings
 - develop a positive self-concept
 - experience social acceptance.

Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for the Integrated Occupational Social Studies Program in the Statement of Content, which follows.

C. STATEMENT OF CONTENT

PROGRAM FRAMEWORK

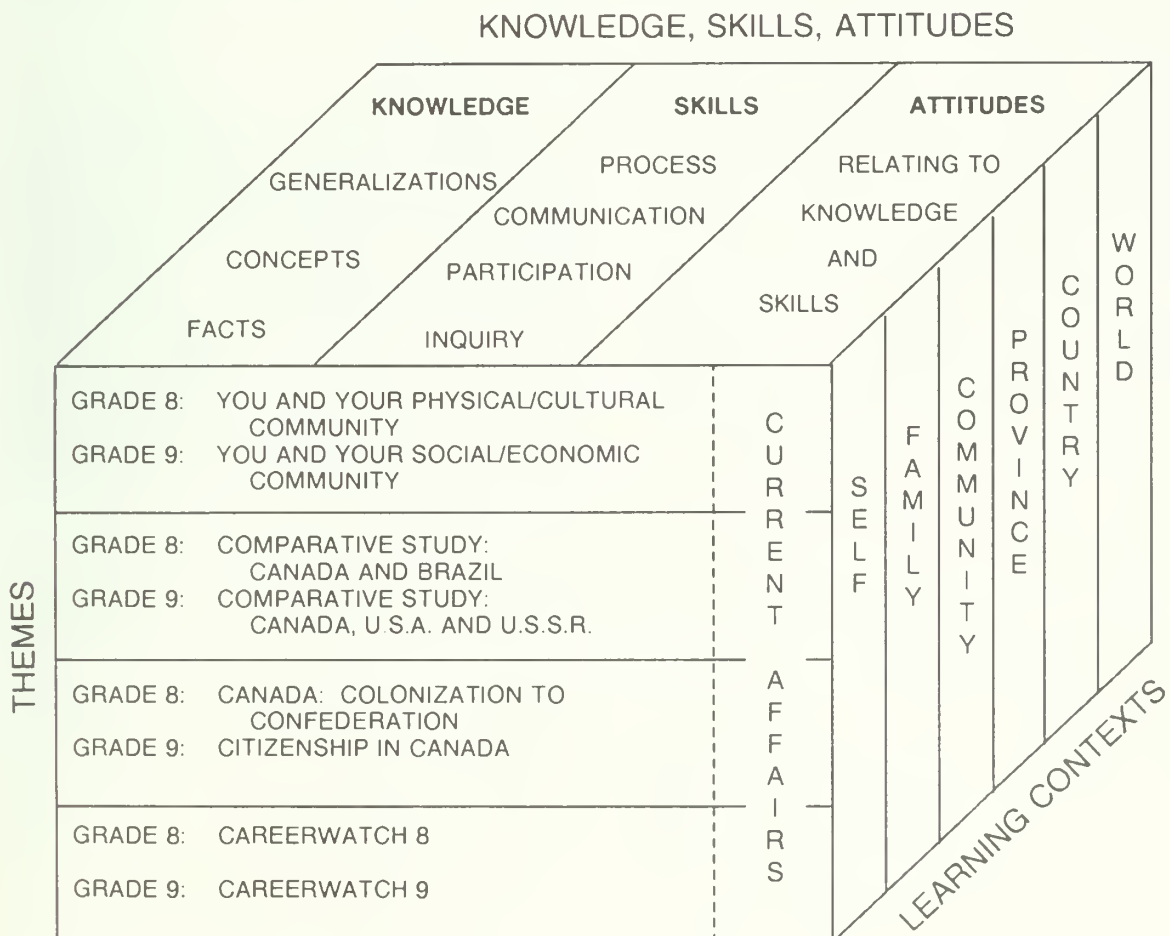
The Integrated Occupational Social Studies Program is a two-year sequence: Social Studies 8 and Social Studies 9. The framework for this program is illustrated in the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated social studies activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the social studies program are:

- knowledge, skills, attitudes
- learning contexts
- themes.

INTEGRATED OCCUPATIONAL SOCIAL STUDIES PROGRAM, GRADES 8 AND 9



Knowledge, Skills and Attitudes

Knowledge, skills and attitudes reflect the prescribed learner expectations of the social studies program. The knowledge, skills and attitudes that are identified are appropriate for lifelong learning and are intended to foster responsible citizenship within the home, school, workplace, community, province, country and world.

Responsible citizenship involves becoming informed about the present and future by drawing on history and the social science disciplines. **Knowledge objectives** for social studies consider the history of our community, the growth of democratic society, an understanding of human nature, and changing social, political, technological and economic environments. Knowledge objectives are organized through generalizations and key understandings, concepts and facts. A generalization is a rule or principle that shows relationships among two or more concepts. A key understanding is a statement of a major understanding related to the content of the course. A concept is an idea or meaning represented by a word, term or other symbol that constitutes a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

Skill objectives of the program are intended to provide opportunities for students to develop and apply process, communication and participation skills, as well as inquiry strategies. The skills and strategies addressed in social studies will enhance personal and interpersonal development, and address the goals of responsible citizenship. Skills are best taught in the context of use, rather than in isolation.

The skills/strategies to be developmentally addressed at each level throughout the social studies program are:

Process Skills – to enable the learner to gather, organize, evaluate and apply knowledge

Communication Skills – to enable the student to receive, translate and transmit knowledge

Participation Skills – to enable the learner to interact with others.

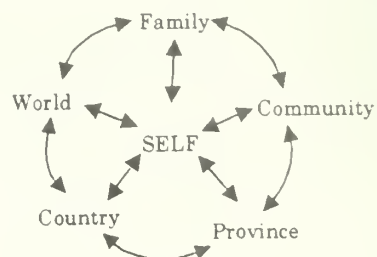
Inquiry Strategies – to enable the student to combine skills into specific patterns to facilitate critical/creative thinking, problem solving and decision making.

Attitude objectives describe ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

Learning Contexts

The value and meaning of learning increases when students understand the affect of course content on their personal lives. To enhance understanding, the contexts for instruction in social studies begin with self (i.e., the student's current knowledge and experience) and extend to situations within the family, community and province with which the student can readily identify. As students become comfortable with knowledge, skills and attitudes applied to these familiar contexts, instruction is then extended and applied to the less familiar contexts of country and world.

Learning begins with what the student currently knows, extends through the world as a whole and returns to the student to enhance relevancy.



Self, family, community and province are emphasized in Grades 8 and 9.

Themes

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching. However, a thematic focus based on a topic, issue, problem or concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional organization for the topic is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning.

The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously. Organizing for instruction using themes provides opportunities for students to apply inquiry strategies to solve problems and make decisions that relate to real issues affecting their lives.

Current affairs and up-to-date information are an integral part of the social studies program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be updated using current affairs. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyze and evaluate media information and sources, make decisions and participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore, issues and events should be carefully selected to enhance the objectives of the social studies program. In general, **current affairs** should be handled as inclusions in, and extensions of, curricular objectives and not as a separate topic isolated from the program.

TIME ALLOCATION

Time for each course is to be allocated at the discretion of the school or jurisdiction administration to reflect the needs of individual students.

COMMUNITY PARTNERSHIPS

The social studies program must enable students to recognize the relevance of social studies knowledge, skills and attitudes, critical/creative thinking skills and inquiry strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- knowledge, skills and attitudes in social studies have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective social studies skills be developed.

Community partnerships are community-based learning experiences that will foster an appreciation of social studies for its usefulness and relevance. Direct community involvement will assist students to transfer specific social studies knowledge, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate knowledge, skills and attitudes from other subject areas into their teaching specialty; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related knowledge, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.

REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the required components of Social Studies 8 and 9. Elective learning objectives are identified in the program of studies/curriculum guide.

The learner expectations are designed to accommodate individual student's abilities and needs. Various activities are suggested to provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

Note: *Current affairs* and *geography* are to be included to enhance and extend the knowledge, skill and attitude objectives of the program.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning preference. The elective component of the social studies program provides opportunities for:

- remediation and/or reinforcement of knowledge, skills and attitudes within the required component
- extension and enrichment of the required component, by introducing additional knowledge, skills and attitudes considered appropriate to individual interests and needs.

The instructional time for each social studies course should be apportioned:

- 80% Required
- 20% Elective.

PROGRAM SEQUENCES AND TRANSFER POINTS

Students may enter the Integrated Occupational Program at either the Grade 8 or Grade 9 level. Criteria for determining student eligibility for the Integrated Occupational Program are

provided in the current *Guide to Education: Junior High School Handbook*.

After one or two years in the IOP at the junior high school level, students may transfer to regular programs, or progress in the Integrated Occupational Program at the senior high school level. Decisions regarding course sequences and transfer points throughout junior high school should reflect the achievements, needs and interests of individual students.

Teachers are encouraged to assist students in planning their high school programs. All students should become familiar with the credit requirements for graduation from senior high school, and obligatory courses for the Certificate of Achievement and/or diplomas. Information regarding high school programs and graduation requirements is outlined in the current *Guide to Education: Senior High School Handbook*.

SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for each of the junior high IOP social studies courses are provided on the following pages. The learner expectations comprise the required component of each course.

Each page contains the following:

- **Knowledge objectives.** Teachers should work toward student understanding of the generalizations, key understandings, concepts, and related facts and content throughout the entire junior high experience.
- **Skill objectives.** The skills are related to the knowledge objectives and should be developed within meaningful contexts.
- **Attitude objectives.** Knowledge, skills and attitudes should be addressed concurrently.

Note: In cases where specific learner expectations repeat across grades, it is expected that teachers will help students increase in proficiency from grade to grade.

A primary goal of the Integrated Occupational Social Studies Program, Grades 8 and 9, is responsible citizenship. Social studies learning is a developmental process during which knowledge, skills and related attitudes are refined and expanded over time, in various contexts.

Integration

The specific learner expectations provide the knowledge, skills and attitudes to be addressed at each level. Teachers are encouraged to cluster and integrate the knowledge, skills and attitudes in keeping with the abilities and needs of students. Social studies skills and related knowledge and attitudes are interdependent.

Critical and creative thinking skills are integrated within the learner expectations to enhance student ability to process information, solve problems and make decisions.

Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

Sequence

Students differ in the ways and rates at which they acquire knowledge, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and focus on needs. It is intended that skills and related knowledge and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through junior high school. Successful sequencing involves matching learning tasks in context with individual student's needs, interests, learning preferences and maturity level. The sequence should begin with the identification of the student's current performance and knowledge, lead to the diagnosis of problem areas and focus on promoting growth in social studies.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focuses on expanding the application of skills within new contexts.

Additional information about integrating and sequencing is available in the program of studies/curriculum guide and corresponding teacher resource manual.

IOP SOCIAL STUDIES, GRADE 8 SPECIFIC LEARNER EXPECTATIONS

In order to provide a clear statement of what students are expected to learn within each theme, the content has been organized into attitude, knowledge and skill objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model. Sample instructional activities are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

The specific learner expectations in Grade 8 social studies are organized into four sections and are summarized in the following:

- I. Personal/Interpersonal Development.** Students will examine personal attributes and identify qualities and characteristics of others. Students will also apply participation and process skills to generate strategies to solve problems, make decisions and enhance acceptance of the views and behaviours of others. Teachers may organize for instruction to address the objectives in this section in a segregated fashion, or, the objectives may be integrated into the other three sections of the course.
- II. The Physical and Cultural Community.** Students will examine the physical and cultural community in which they live, using a variety of resources and strategies. Physical features, cultural groups and their distribution will also be examined in keeping with students' abilities. The physical features and cultural groups of Brazil will be examined and compared with Canada.

III. Canada: Colonization to Confederation. Students will briefly examine the major events, individuals and institutions that influenced Canada's early development. Students will begin to develop an understanding of responsible citizenship and problem-solving/decision-making strategies used by governments.

IV. Careerwatch 8. Students will begin to identify employment-related knowledge, skills and attitudes, and employment opportunities within the community.

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to:

- develop the desire to become responsible, participating members of society
- appreciate personal attributes, characteristics and behaviours
- develop a sense of responsibility for personal behaviour
- realize the value of appropriate communication skills
- appreciate the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes

- appreciate human interdependence
- appreciate the importance of continued awareness of events occurring in other countries
- appreciate the need to understand the physical and cultural community for a better understanding of self and family
- appreciate the importance of developing process skills, communication skills and participation strategies for lifelong learning in a changing society
- appreciate and respect the cultural background of community members
- recognize the importance of understanding current world issues as they relate to the physical and cultural community
- acquire a desire to be responsible, participating citizens at home, at school, in the workplace and in the community
- appreciate the value to lifelong learning of developing process, communication and participation skills
- develop an understanding of self in relation to interests and career opportunities

- develop a desire to understand the history of Canada as it relates to the present and future of Canada
- appreciate the ability to use various decision-making and critical/creative thinking strategies to investigate employment opportunities within the community
- appreciate the importance of process, communication and participation skills when addressing careers
- appreciate the need to understand the relationship between world events and personal career preparation.

Knowledge Objectives

The generalizations and key understandings, concepts, and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
I. Personal/Interpersonal Development <i>Students will be expected to understand that:</i> <ul style="list-style-type: none"> ● personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence 	<i>Students will be expected to develop an understanding of the following concepts:</i> attributes self-esteem	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i> Recognize the relationships among personal qualities, self-concept and self-esteem: <ul style="list-style-type: none"> ● identify and list personal qualities/limitations ● relate personal qualities/limitations to self-concept and self-esteem ● identify the personal qualities of others ● examine strategies to increase self-concept and self-esteem.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>I. Personal/Interpersonal Development (continued)</p> <ul style="list-style-type: none"> internal and external factors may influence personal behaviour and development recognizing roles and role models is important for personal/interpersonal development humans are interdependent, therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations 	<p>developmental patterns needs wants</p> <p>role models interpersonal development</p> <p>interdependency family structures cooperation</p>	<p>Distinguish developmental patterns:</p> <ul style="list-style-type: none"> identify internal and external influences on developmental patterns identify needs and wants recognize that differences and similarities exist in human developmental patterns. <p>Identify consequences of behaviour:</p> <ul style="list-style-type: none"> list various social and personal behaviours, and investigate possible consequences associated with each categorize consequences as positive or negative recognize that consequences may be controlled by personal behaviour. <p>Compare roles:</p> <ul style="list-style-type: none"> identify personal roles recognize the relationship between roles and social situations define, identify and select appropriate role models. <p>Outline strategies to meet people</p> <ul style="list-style-type: none"> generate a list of locations/situations to meet people display communication skills appropriate for social contacts. <p>Recognize the communication of pleasant and unpleasant feelings:</p> <ul style="list-style-type: none"> generate a list of pleasant and unpleasant feelings recognize that feelings may lead to behaviours that are socially acceptable or unacceptable, or to the repression of behaviours and feelings demonstrate socially acceptable strategies to attend to and communicate feelings examine strategies to receive and attend to pleasant and unpleasant messages.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>I. Personal/Interpersonal Development (continued)</p> <ul style="list-style-type: none"> critical/creative thinking, process skills and inquiry strategies may be used to explore personal and interpersonal development 	<p>critical thinking creative thinking</p>	<p>Explain family structures and recognize personal role:</p> <ul style="list-style-type: none"> recognize and understand that there are various family structures: nuclear, single parent, extended, others identify varied roles of family members in each family pattern: mother, father, child, sibling, other identify personal family structure and roles outline behaviours and attitudes that facilitate cooperative family interaction. <p>Identify skills/strategies needed for productive group work:</p> <ul style="list-style-type: none"> list skills needed for productive group work: listening, participating, tolerating, asserting identify roles within the group generate a set of guidelines to promote productive group work. <p>Distinguish tolerant/intolerant behaviours and attitudes:</p> <ul style="list-style-type: none"> share examples of tolerant/intolerant behaviours and attitudes identify factors influencing tolerant/intolerant behaviours and attitudes develop strategies to assist self and others to manage behaviours and attitudes of intolerance. <p>Demonstrate critical and creative thinking strategies:</p> <ul style="list-style-type: none"> identify and examine process skills such as locating, recalling, imagining, predicting, interpreting, applying, analyzing, synthesizing, monitoring, evaluating and organizing identify and apply critical and creative thinking strategies.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>I. Personal/Interpersonal Development (continued)</p> <ul style="list-style-type: none"> current world issues and problems may influence personal/interpersonal development. 		<p>Compare problem-solving/decision-making strategies:</p> <ul style="list-style-type: none"> identify a variety of problem-solving/decision-making strategies apply a variety of strategies to various issues/problems. <p>Outline the elements of a plan:</p> <ul style="list-style-type: none"> define the concept of planning outline and apply the elements of a plan apply steps of a plan to a specific task or problem. <p>Relate current affairs to the study of personal/interpersonal development.</p>
<p>II. The Physical and Cultural Community:</p> <p>A. Canada B. Comparison of Canada with Brazil</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> many factors contribute to the physical and cultural community and understanding these factors will enable the individual to adapt to communities undergoing change 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>physical community cultural community</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Locate sources of information:</p> <ul style="list-style-type: none"> describe and apply the information contained within an atlas identify sources of information within the school and community interpret information in charts, graphs, tables, diagrams and maps construct maps demonstrating the use of longitudes/latitudes, symbols, directions, distance, scales and physical features. <p>Identify the physical community:</p> <ul style="list-style-type: none"> relate the geographical location, physical features, climate and natural resources of the community compare/contrast the local community with other communities.

Generalizations and Key Understandings	Concepts	Related Facts and Content
II. The Physical and Cultural Community (continued)	urban community grid system	<p>Interpret the urban grid system:</p> <ul style="list-style-type: none"> ● identify the components of a town or city grid system ● identify the directional layouts of streets and avenues ● explain the relationships among streets, avenues and numbering systems ● locate specific addresses within the community. <p>Recognize the major areas of an urban centre:</p> <ul style="list-style-type: none"> ● identify the major areas of an urban centre; e.g., inner core, industrial, residential, retail, recreation ● determine the services found in each area ● recognize the relationships among the areas of the city, types of service and transportation access systems ● define and locate public/service agencies within the community ● determine and outline appropriate behavioural strategies during emergencies, such as power failures, tornadoes, toxic spills ● identify sources of transportation information ● locate and interpret public transportation schedules ● compare the forms of travel within the community.
	rural community	<p>Recognize the rural grid system:</p> <ul style="list-style-type: none"> ● identify and define the components of the rural/municipal grid system: section, township, range, meridian ● recognize that township and range lines are similar to streets and avenues for use in locating rural addresses ● identify major roadways in rural areas.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>II. The Physical and Cultural Community (continued)</p> <ul style="list-style-type: none"> the physical and cultural communities are interdependent applying process skills and inquiry strategies will expand personal knowledge of the physical and cultural community the physical and cultural community may be influenced by current affairs. 	<p>cultural groups</p>	<p>Identify the cultural community:</p> <ul style="list-style-type: none"> define the concept of cultural group distinguish major cultural groups within the community share information about personal heritage identify various cultural group contributions to the community. <p>Identify communication systems within the community:</p> <ul style="list-style-type: none"> describe human interaction contributing to community cohesiveness outline the role of technology in contributing to community cohesiveness. <p>Relate current affairs to the study of the physical and cultural community:</p> <ul style="list-style-type: none"> locate and place towns, cities and countries in the news on maps, using latitudes and longitudes.
<p>III. Canada: Colonization to Confederation</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> Canada is a participatory democracy involving responsible citizenship applying critical/creative thinking, problem-solving and decision-making strategies may aid in understanding the concepts associated with colonization and confederation 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>participatory democracy colonization confederation compromise</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Summarize briefly how Canada became a country:</p> <ul style="list-style-type: none"> outline significant individuals and events leading to confederation; e.g., settlement, exploration, nationhood, B.N.A. Act, Sir John A. Macdonald understand that confederation is a compromise.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>III. Canada: Colonization to Confederation (continued)</p> <ul style="list-style-type: none"> it is important to develop problem-solving, communication and participation skills to facilitate appropriate interaction at home, at school, in the workplace and in the community. 		<p>Define the qualities of a responsible citizen:</p> <ul style="list-style-type: none"> describe the attitudes and behaviours of members of society who make positive contributions. <p>Relate current affairs to the study of colonization and confederation in Canada.</p>
<p>IV. Careerwatch 8</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> identifying community employment opportunities and relating them to personal interests will assist in making appropriate future career choices critical/creative thinking, problem-solving and decision-making strategies will assist individuals to investigate careers within the community world events may influence present and future employment opportunities in the community. 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>career job</p> <p>volunteerism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Describe the careers of family members and/or friends:</p> <ul style="list-style-type: none"> share information about careers categorize jobs into employment clusters. <p>Select and list personal qualities related to employment:</p> <ul style="list-style-type: none"> identify interests and relate these to employment outline the characteristics and qualities of a desirable employee. <p>Identify volunteer employment:</p> <ul style="list-style-type: none"> list the benefits of volunteer employment identify volunteer services and organizations within the community categorize volunteer services in terms of individual interests identify relationships between volunteer work and job experience. <p>Relate current affairs to employment in the community:</p> <ul style="list-style-type: none"> recognize that world events may influence employment opportunities.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed and emphasized in Grade 8. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- identify and define topics
- identify methods to gather information, and various sources of information, such as interviews, surveys, print and non-print media
- gather information from community resources using listening, viewing and reading skills
- differentiate between main and related ideas
- identify points of view expressed in cartoons, pictures, photographs
- identify relationships among variables within charts, graphs and tables
- identify the purposes, messages and intended audiences of visual communications
- read and interpret maps
- use a variety of strategies, such as webbing, jotting and listing to outline the main and related ideas while reading, listening and viewing
- compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory
- categorize information to relate to concepts
- make generalizations by stating relationships among concepts
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the sections.

Communication skills help one express thoughts and ideas and present information. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- display information, using a variety of methods, such as maps, time lines, charts, graphs, etc.
- write a clear and effective report, letter or explanation focusing on relationships among issues, problems and topics, such as:
 - the significance of the family on personal and interpersonal development
 - the influence of a specific cultural group on the physical community
 - differences and similarities of the geography of Canada and Brazil
 - a comparison of employment opportunities among various communities.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- converse with others in a variety of settings, including small groups and whole class discussions
- observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner
- contribute to the group and group processes by becoming a leader, recorder, etc.; staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- use critical and creative thinking skills to gather, organize and generate information; identify reliable sources of information; determine main ideas; and, evaluate personal performance
- apply appropriate models to solve problems, make decisions and answer questions.

IOP SOCIAL STUDIES, GRADE 9 SPECIFIC LEARNER EXPECTATIONS

In order to provide a clear statement of what students are expected to learn within each theme, the content has been organized into attitude, knowledge and skill objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model. Sample instructional activities are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

The specific learner expectations in Grade 9 social studies are organized into four sections and are summarized in the following:

- I. Personal/Interpersonal Development.** Students will review and extend the objectives addressed in Grade 8 within new contexts and in keeping with their abilities and needs. The objectives in this section may be addressed through a segregated unit, or teachers may organize for instruction to integrate the objectives within the other three sections of the course.
- II. The Social and Economic Community.** Students will extend their exploration of their community and Canada to include the social and economic environments. Immigration patterns, natural resources, industry and employment patterns will be addressed. When an understanding of the social and economic community of Canada is acquired, students will compare the Canadian situation with the United States and the Soviet Union, in keeping with their abilities.

III. Citizenship in Canada. Students will continue to develop an understanding of responsible citizenship by examining specific, relevant laws and the importance to self and society of adhering to laws. Students will apply critical and creative thinking skills to analyze political cartoons.

IV. Careerwatch 9. Students will extend their examination of the community by locating and organizing employment opportunities according to the eight occupational clusters identified in the practical arts component of IOP. Students will examine and relate their personal attributes to present and future employment opportunities in the community.

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to:

- develop an appreciation of personal attributes, characteristics and behaviours
- develop a sense of responsibility for personal behaviour
- realize the value of appropriate communication patterns
- develop the desire to become a responsible, participating member of society

- appreciate the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes
- recognize the importance of continued awareness of events occurring in the world and their influence on personal/interpersonal development
- develop a desire to continue learning about the interdependency of the social, economic and physical community
- develop a desire to apply critical/creative thinking and inquiry strategies to social and economic issues
- appreciate the hardships experienced and contributions made by immigrants to Canadian communities
- recognize the importance of understanding current world issues as they relate to the social and economic community
- appreciate the need for laws and for a personal understanding of laws
- acquire a lifelong desire to act within the boundaries of the law and to be a responsible, participating citizen
- appreciate the need to recognize current affairs and their influence on the community, province and country
- appreciate the need to assess personal interests and aptitudes as well as to survey the potential market prior to making career decisions
- develop the desire to apply decision-making/creative thinking strategies to employment decisions
- appreciate the need to understand the relationships among world events, employment opportunities and personal career selection.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
I. Personal/Interpersonal Development <i>Students will be expected to understand that:</i> <ul style="list-style-type: none"> ● personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence 	<i>Students will be expected to develop an understanding of the following concepts:</i> sense of responsibility needs wants values empathy tolerance	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i> Distinguish developmental patterns: <ul style="list-style-type: none"> ● prioritize personal needs and wants ● compare/contrast personal needs and wants with those of other individuals ● list and prioritize personal values ● demonstrate an understanding of the relationship between empathy and tolerance.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>I. Personal/Interpersonal Development (continued)</p> <ul style="list-style-type: none"> internal and external factors may influence personal behaviour and development 	<p>internal factors external factors</p>	<p>Relate independence to responsibility:</p> <ul style="list-style-type: none"> outline the developmental stages of independence: infancy, childhood, adolescence, adulthood compare/contrast levels of independence throughout each stage recognize that independence leads to self-actualization relate level of independence to responsibility compare the interdependence of personal commitment and the expectations of others plan strategies for accepting increasing levels of responsibility. <p>Summarize internal and external factors contributing to success:</p> <ul style="list-style-type: none"> outline the attributes of a successful person recognize that success may be defined in different ways, depending upon internal/external factors distinguish intrinsic and extrinsic motivators identify successful people within the school and the community and provide supporting reasons plan strategies for achieving individual success. <p>Recognize the need for realistic goal planning:</p> <ul style="list-style-type: none"> identify and categorize individual goals identify factors that determine whether or not a goal is realistic outline examples of goals leading to immediate/deferred gratification recognize that deferring immediate gratification may result in achieving long-range goals relate personal satisfaction to immediate and deferred gratification.

Generalizations and Key Understandings	Concepts	Related Facts and Content
I. Personal/Interpersonal Development (continued) <ul style="list-style-type: none"> humans are interdependent, therefore, it is important for individuals to develop the problem-solving communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations recognizing roles and role models is important for personal/interpersonal development process skills, critical/creative thinking strategies and problem-solving/decision-making strategies may be used to explore personal/interpersonal development current world issues and problems may influence personal/interpersonal development. 	<p>superficial friendships peer group norms conflict resolution</p> <p>role models</p>	<p>Identify friendships and peer groups:</p> <ul style="list-style-type: none"> compare/contrast real and superficial friendships relate peer groups to peer group norms. <p>Observe and explain group behaviour:</p> <ul style="list-style-type: none"> determine situational etiquette compare cooperative, uncooperative and competitive behaviours identify conflict and conflict resolution strategies list leadership qualities relate group norms to role behaviour. <p>Identify and apply problem-solving/decision-making strategies:</p> <ul style="list-style-type: none"> list and apply time management strategies identify and apply stress management strategies. <p>Identify and apply critical and creative thinking strategies:</p> <ul style="list-style-type: none"> use process skills to investigate and apply critical/creative thinking strategies. <p>Relate current affairs to the study of personal/interpersonal development.</p>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>II. The Social and Economic Community:</p> <p>A. Canada B. Comparison of Canada with the United States and the U.S.S.R.</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> the social and economic communities interrelate and are influenced by geographical location, physical features, climate and natural resources immigrants and/or cultural groups have influenced the community, and the community has influenced immigrants and cultural groups 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>social community economic community natural resources</p> <p>immigration cultural groups</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Relate geographical location, physical features, climate and natural resources to industry and population:</p> <ul style="list-style-type: none"> compare/contrast community population trends distinguish renewable/non-renewable resources within the community identify reasons for population changes: environmental issues, lack of employment, other construct maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features. <p>Demonstrate an understanding of immigration:</p> <ul style="list-style-type: none"> identify the countries of immigration represented in the local community identify reasons for immigration recognize the benefits the community offers immigrants, and immigrants offer the community locate and use sources of information to determine contributions made by various cultural groups: clothing, food, recreation, crafts, others distinguish between immigrants/refugees. <p>Outline difficulties faced by immigrants:</p> <ul style="list-style-type: none"> summarize ways in which immigrants overcome difficulties develop strategies to increase understanding and acceptance of immigrants/cultural groups.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>II. The Social and Economic Community (continued)</p> <ul style="list-style-type: none"> critical/creative thinking and inquiry strategies may be used to examine social and economic issues the social and economic community may be influenced by current affairs. 		<p>Identify the economic community:</p> <ul style="list-style-type: none"> name major businesses and industries within the community classify businesses and industries as primary, secondary or tertiary relate population, resources, industry and the economic base of a community to employment relate the major areas of an urban/rural community to industries, services and population patterns. <p>Recognize the effect of environmental issues on the individual and the community:</p> <ul style="list-style-type: none"> list and prioritize the environmental concerns presently affecting the community, province, country and the world gather data and use a decision-making process to develop a personal opinion regarding several environmental issues develop strategies to increase community awareness of and response to environmental concerns. <p>Recognize the influence of various factors on the quality of life:</p> <ul style="list-style-type: none"> identify renewable/non-renewable resources distinguish between market, centrally planned and mixed economic patterns relate economic patterns to quality of life. <p>Relate current affairs to the study of the social and economic community:</p> <ul style="list-style-type: none"> locate and place towns, cities and countries in the news on maps, using latitudes and longitudes identify the hemispheres and the continents.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>III. Citizenship in Canada</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● citizenship relates to laws and it is the responsibility of citizens to respect and understand laws ● critical/creative thinking and inquiry strategies may be applied to gain an increased understanding of laws ● it is important to apply the knowledge of laws to personal behaviour ● current events may influence Canadian citizenship and laws. 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>justice laws</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Distinguish laws as they pertain to the individual and the community:</p> <ul style="list-style-type: none"> ● recognize that there are different levels of government ● summarize the development of and need for laws; e.g., the <i>Highway Traffic Act</i>, the <i>Young Offenders Act</i>. <p>Recognize the qualities of a responsible citizen:</p> <ul style="list-style-type: none"> ● describe the attitudes and behaviours of members of society who make positive contributions ● identify the personal characteristics that society values in its members. <p>Relate current affairs to the study of citizenship in Canada:</p> <ul style="list-style-type: none"> ● relate political cartoons to current events ● identify symbolism in cartoons ● recognize the cartoonist's message.
<p>IV. Careerwatch 9</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> ● problem-solving/decision-making and critical/creative thinking strategies will assist the individual to examine employment opportunities 	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>employment opportunities</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Identify employment opportunities within the community:</p> <ul style="list-style-type: none"> ● locate sources of employment information within the community ● classify employment opportunities into occupational clusters ● identify institutions within the community that relate to the IOP occupational clusters.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>IV. Careerwatch 9 (continued)</p> <ul style="list-style-type: none"> it is important to acquire the ability to locate available jobs within the community and to relate these to personal abilities, needs and interests world events may influence present and future employment opportunities in the community/province. 		<p>Identify new/future employment opportunities in the community:</p> <ul style="list-style-type: none"> recognize the importance of local radio, TV and newspapers as sources of information regarding new industries and job opportunities. <p>Relate community employment opportunities to personal abilities, needs and interests.</p> <p>Relate current affairs to employment in the community, province, country and world:</p> <ul style="list-style-type: none"> recognize that world events may influence employment opportunities.

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated. The following skills are to be addressed and emphasized in Grade 9. Skills should be integrated with knowledge and attitude objectives in the instructional process.

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- identify and define topics
- identify methods to gather information, and various sources of information, such as interviews, surveys, print and non-print media
- gather information from community resources using listening, viewing and reading skills
- differentiate between main and related ideas
- identify points of view expressed in cartoons, pictures, photographs
- identify relationships among variables within charts, graphs and tables
- identify the purposes, messages and intended audiences of visual communications
- read and interpret maps
- use a variety of strategies, such as webbing, jotting and listing to outline the main and related ideas while reading, listening and viewing
- compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory
- categorize information to relate to concepts
- make generalizations by stating relationships among concepts
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the sections.

Communication skills help one express thoughts and ideas and present information. These skills involve oral, visual and written communication.

Students will be expected to develop the ability to:

- display information using a variety of methods, such as maps, time lines, charts, graphs, etc.
- write a clear and effective report, focusing on relationships among issues, problems and topics, such as:
 - the significance of the family on personal and interpersonal development
 - the influence of a specific cultural group on the physical community
 - differences and similarities of the geography of Canada, the United States and the U.S.S.R.
 - a comparison of employment opportunities among various communities.

Participation skills enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations.

Students will be expected to develop the ability to:

- increase their facility in communicating with others in more formal situations, such as interviews and panel discussions
- observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner
- contribute to the group and group processes by becoming a leader, recorder, etc., staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- use critical and creative thinking skills to generate and apply personally developed problem-solving/decision-making models
- assess and monitor personal performances.

D. BASIC LEARNING RESOURCES

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FRENCH AS A SECOND LANGUAGE

A. PROGRAM RATIONALE AND PHILOSOPHY

INTRODUCTION

In Alberta, "French as a second language" refers to courses in which the French language is taught as a subject, often between 20 to 40 minutes a day, to enable students to develop communication skills, cultural understanding and second language learning strategies in French. French as a second language is usually offered on an optional basis, although several school jurisdictions have chosen, in consultation with their communities, to offer French as a second language to all students, particularly at the elementary and junior high school levels.

In the 1960s and 70s, the French as a second language program stressed linguistic competence; that is, the knowledge of rules governing the language system. In the 1980s, the French as a second language program began to place more emphasis on communication skills, with a focus on language functions. In the 1990s, the program will emphasize the importance of experiencing language in context. Students' background knowledge, skills and attitudes will be used as a means of developing communicative abilities: interpreting, expressing and negotiating meaning through oral and written texts. In this perspective, culture is an inherent part of language. As students develop communication skills, they also increase their linguistic accuracy and develop language learning strategies. Elements from the experience/communication, culture, language and general language education components are

integrated along a continuum of clearly defined levels of communicative growth.

French as a second language programs have been revised to make them more effective and current. The program consists of three well-defined levels of competency: **Beginning** (*Débutant*), **Intermediate** (*Intermédiaire*) and **Advanced** (*Avancé*), with each level being divided into three sublevels: **Beginning** 1, 2, 3; **Intermediate** 4, 5, 6; and **Advanced** 7, 8, 9. Each level specifies learner expectations for students in these areas: fields of experience and communication, cultural knowledge and understanding, use and understanding of the language system (sound-symbol system, vocabulary, grammar and discourse), and knowledge and application of strategies for learning languages. The program incorporates current knowledge about second language acquisition and curriculum design. It enhances the language development of students along a continuum of communicative growth. Finally, the program maintains present local flexibility so that school boards may offer French as a second language at different grade levels, depending on community aspirations and available financial and human resources. It is important that teachers have a sufficient level of language proficiency in French and training in second language methodology.

The **Beginning**, **Intermediate** and **Advanced** levels represent the essential knowledge, skills and attitudes in three stages of second language

development, based on actual classroom experience as judged by practicing educators in Alberta. The learner expectations range from the most minimal level of second language competence to an advanced level.

Communication skills evolve from simple messages of at least two or three statements at the **Beginning** level to a series of coherent ideas at the **Advanced** level. The development of cultural understanding proceeds from identification to research to analysis to interpretation of cultural knowledge. Linguistic development will include more emphasis on pronunciation and orthography at the **Beginning** level, with increasing importance given to grammatical complexity and correctness and use of discourse elements at the **Intermediate** and **Advanced** levels. General language education focuses on the progressive development of simple to more complex uses of processes in the cognitive, socio-affective and metacognitive domains.

Each major level includes three sublevels that are intended to reflect a degree of development within each level. The increasing complexity of communication skills, cultural knowledge, linguistic competence and general language education differentiates the sublevels.

RATIONALE

Learning French as a second language will enable students to develop the knowledge, skills and attitudes they need to communicate in French in a variety of school, travel, leisure and job-related contexts. Being able to use the French language is an important aspect of Canadian life. As well, French is the language of daily communication in many other countries.

Students should learn to recognize and respect the cultural diversity in our society. In this regard, the French as a second language programs will extend the cultural experience of students. It will enable them to better understand and interpret francophone cultures in Canada and in other countries of the world.

Developing thinking skills and learning strategies is an important part of lifelong learning. Students who learn French will

enhance their language skills in general and develop an understanding of the nature and role of language and culture in their lives. They will acquire second language learning strategies that will enable them to monitor, direct and transfer their language learning to new life situations.

Adding a second language to their repertoire of skills and knowledge indirectly will help students enhance their first language development. Students will acquire the academic, intellectual and personal benefits that come from learning an additional language.

PHILOSOPHY

In the French as a second language program students will acquire various kinds of knowledge, skills and attitudes about:

- interpreting, expressing and negotiating meaning (communication)
- patterns of ideas, behaviours, manifestations, cultural artifacts and symbols shared by francophone peoples (culture)
- sounds, written symbols, vocabulary, grammar and discourse (language)
- cognitive, socio-affective and metacognitive processes (general language education). This multidimensional approach reflects current knowledge about second language learning and teaching.

Students will learn French as a second language by interacting with their own environment and using their already-acquired knowledge, attitudes and behaviours; that is, their personal experiences or “fields of experience”, often first lived in their mother tongue. Fields of experience systematically reflect the different dimensions of an individual’s relationship with the environment: the physical dimension, the social dimension, the civic dimension, the intellectual dimension and the dimension of leisure. The physical dimension consists of fields of experience such as nutrition, physical exercise, self-protection and personal hygiene — fields of experience related to the survival of individuals and to their physical well-being. The social dimension includes fields of experience related to family, school, friends, work, holidays and celebrations, and social activities. The civic

dimension includes fields of experience that are related to life in society, particularly from the point of view of an individual's privileges and responsibilities, such as conservation and consumerism. The intellectual dimension includes the fields of experience associated with the activities of the mind, such as the arts and sciences. The leisure dimension includes the experiences that relate to the activities of individuals during their free time, such as outdoor living, travel, and clubs and associations. The fields of experience provide the contexts for developing the communication, culture, language and general language education components.

Students will learn to communicate in French through the processes of "comprehension", "production" and "negotiation". Comprehension involves deriving meaning or significance from an oral or written text. Production is expressing meaning by creating oral and written texts to suit different participants, topics, purposes and reasons for communication. Negotiation is the interaction process: participants in the communication process must adjust to the needs and intentions of others. Integral to all three processes are the communicative intents or functions of communication, such as asking for or receiving information, reporting or describing and so on, which are developed in the experience/communication component.

In French as a second language, students will also learn about culture; the ideas, behaviours, manifestations, cultural artifacts and symbols shared by francophone peoples in different environments at different periods of their evolution or history. Specifically, students will acquire knowledge about the contemporary presence of francophones, their history, daily activities and language variations. Students will learn about local and provincial francophone cultures and about francophones in Canada and other countries of the world.

Students will also learn about, and how to use, the language: the sound-symbol system, vocabulary, grammar and discourse elements that are needed to convey ideas and enhance communication in an oral or written context.

The general language education component of the French as a second language program

involves the development of cognitive, socio-affective and metacognitive processes. The cognitive dimension is developed through strategies such as making associations between words, identifying key words and ideas, reasoning both deductively and inductively, and using linguistic clues. The socio-affective dimension is developed through strategies such as taking risks, asking for clarification and becoming aware of others' thoughts and feelings. Metacognitive processes are developed through strategies such as concentrating on a task, planning a learning experience or monitoring one's own learning. These strategies together facilitate awareness of the learning process and its application to learning a second language. An added benefit is the conscious realization that these processes, used in one's first language, can enhance second language learning as well.

The four components (experience/communication, culture, language, general language education) are integrated, but each has a different focus and emphasis. The experience/communication component fosters language experience in order to interpret and express meaning, with negotiation as the vehicle. The culture component focuses on features of the ideas, experiences, manifestations, behaviours and symbols that are representative of francophone cultures locally, nationally and internationally at different periods of their evolution or history. The language component identifies the linguistic elements needed to communicate in a specific context. The general language education component develops thinking skills and the specific actions or techniques that learners can use to learn a second language.

Students acquire this multidimensional set of knowledge, skills and attitudes along a progression or continuum. Language learning is a gradual, developmental process. During this learning process, knowledge, skills and attitudes are growing concurrently, at different rates and degrees of development. The continuum in this program of studies is identified as **Beginning**, **Intermediate** and **Advanced** levels. The levels, characterized by cyclical overlap and refinement, represent expanding access to French as a second language through nine sublevels.

DEFINITIONS OF LEARNER EXPECTATIONS

The learner expectations represent the minimum knowledge, skill and attitude outcomes that students are to attain. These expectations emphasize abilities to interpret, express and negotiate meaning through spoken and written texts — abilities that are closely related to the actual use of French throughout life. The organization of learner expectations is cyclical so that students can continue to refine skills and knowledge in an increasingly more varied manner throughout the program.

The learner expectations of the French as a second language program are divided into three parts: **global**, **general** and **specific**. The program sequence consists of three levels: **Beginning**, **Intermediate**, **Advanced**, and nine sublevels: **Beginning** 1, 2, 3, **Intermediate** 4, 5, 6 and **Advanced** 7, 8, 9. The global learner expectations pertain to the program, the general learner expectations to the levels and the specific learner expectations to the sublevels.

The **global** learner expectations reflect the knowledge, skills and attitudes targeted for the program as a whole and are based on the principles of the four components of a multidimensional curriculum: experience/communication, culture, language and general language education.

The **general** learner expectations describe learner expectations at the end of the **Beginning** level and specify the extent to which the learner will achieve the global expectations in the four components.

The **specific** learner expectations describe the relative level of achievement expected of learners at the end of each sublevel in the four program components at the **Beginning** level. The specific learner expectations for language, for example, indicate the sublevel at which linguistic elements are introduced, developed and refined. The general sequence is to introduce linguistic elements at one sublevel, develop them in the second and refine these elements in the third sublevel. Further refinement of learning will continue throughout students' learning. The entire teaching/learning process must ensure the development, refinement and continual recycling of knowledge

and skills, both concrete and abstract, as students progress towards the attainment of the global learner expectations.

The three types of learner expectations, from **global** to **general** to **specific**, demonstrate increasing levels of specificity with the **specific** learner expectations providing the basis for classroom instructional planning.

Each level and sublevel prescribes a minimum number of fields of experience, i.e., those aspects of reality about which the individual has already developed certain knowledge, patterns of behaviour and attitudes. Practicing educators judged these fields of experience to be suitable and adaptable for the different age groups taking the **Beginning** level. These fields of experience are in sequence, from the more concrete to the more abstract, and they build on and integrate the fields prescribed at previous levels and sublevels.

A minimum number of fields of experience is prescribed at the **Beginning** level. The recommended sequence of these fields of experience within the sublevels can be varied according to students' interests, teachers' interests and expertise, and learning resources available. Instruction should address all of the prescribed fields of experience by the end of each level. Teachers are encouraged to select additional fields of experience to enhance their program on the basis of students' interests and needs.

The French as a second language program proposes a balance between non-analytical and analytical learning. The focus of non-analytical learning is communication of the message through interaction without in-depth study of linguistic elements. Non-analytical learning is an important foundation for developing communication skills in French in the experience/communication component. In analytical learning, students develop explicit knowledge and understanding of the culture, language and general language education components.

Given the integration among components, however, the degree of emphasis on analytical or non-analytical aspects will vary. Both aspects of second language teaching/learning will always be present. What will change, however, is the focus or emphasis within a specific component.

B. GLOBAL AND GENERAL LEARNER EXPECTATIONS: BEGINNING LEVEL

Global Learner Expectations	General Learner Expectations			
Based on their life experiences, <i>learners will be able to:</i>	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
<p>Experience/ ... participate in various language experiences that will enable them to ...</p> <p>Communication ... express, in French, their experiences, ideas and feelings and understand those of other learners while interacting with interlocutors in various situations...</p>	<ul style="list-style-type: none">engage in language experiences dealing with:<table><tr><td>Beginning 1 School People around us Weather Animals Holidays and celebrations</td><td>Beginning 2 Community Clothing Exercise Food Housing</td><td>Beginning 3 Activities Vacations Fine arts Trades and professions Hygiene and safety</td></tr></table><p>and other fields that relate to their needs and interests</p>understand a series of simple oral and written statements in a given controlled or structured contextexpress their communicative intent by producing simple oral and written messages of at least two or three statements in a given controlled or structured context	Beginning 1 School People around us Weather Animals Holidays and celebrations	Beginning 2 Community Clothing Exercise Food Housing	Beginning 3 Activities Vacations Fine arts Trades and professions Hygiene and safety
Beginning 1 School People around us Weather Animals Holidays and celebrations	Beginning 2 Community Clothing Exercise Food Housing	Beginning 3 Activities Vacations Fine arts Trades and professions Hygiene and safety		
<p>Culture ... seek information on and understand different aspects of francophone cultures in Canada and elsewhere with a view to broadening their awareness of such cultures and more effectively interpreting them ...</p>	<ul style="list-style-type: none">identify the presence of francophone individuals and groups and concrete facts about francophone culture at the local, provincial/regional and national levels			
<p>Language ... understand and use the linguistic code, which encompasses the sound-symbol system, vocabulary, grammar and discourse features, to fulfill their communicative intents in various situations ...</p>	<ul style="list-style-type: none">understand and use, orally and in writing, the sound-symbol system, vocabulary and word order in simple communications in the present tense			

Global Learner Expectations	General Learner Expectations
Based on their life experiences, <i>learners will be able to</i> :	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:
General Language Education . . . be aware of the nature of learning and its role in individual cognitive, socio-affective and meta-cognitive development.	<ul style="list-style-type: none"> • identify key words in a communication to develop tolerance of ambiguity (cognitive) • discover the language by establishing associations between words (cognitive) • develop the positive attitude of taking risks by voluntarily using their knowledge (socio-affective) • develop the ability to use selective attention (metacognitive).

C. SPECIFIC LEARNER EXPECTATIONS: BEGINNING LEVEL

	Beginning 1	Beginning 2	Beginning 3
Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:			
Experience/	engage in various language experiences in the following fields: <ul style="list-style-type: none"> • school • people around us • weather • animals • holidays and celebrations and other fields that relate to their needs and interests	engage in various language experiences in the following fields: <ul style="list-style-type: none"> • community • clothing • exercise • food • housing and other fields that relate to their needs and interests	engage in various language experiences in the following fields: <ul style="list-style-type: none"> • activities • vacations • fine arts • trades and professions • hygiene and safety and other fields that relate to their needs and interests
Communication	understand the meaning of a series of simple oral statements containing basic vocabulary and commonly used sentences express their communicative intent by orally producing simple and/or commonly used messages containing one or two statements in a structured context	understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences express their communicative intent by producing, orally and in writing, simple and/or commonly used messages containing one or two statements in a structured context	understand the meaning of variations of simple oral or written statements and commonly used sentences express their communicative intent by producing, orally and in writing, simple messages by recombining two or three statements in a structured context
Culture	identify concrete facts that reveal the presence of francophone individuals and groups in their immediate surroundings	identify concrete facts that reveal the presence of francophone individuals and groups at the local and provincial/regional levels	identify concrete facts that reveal the presence of francophone individuals and groups at the provincial/regional and national levels
Language	understand the sound-symbol system and vocabulary appropriate to simple oral messages in the present tense use, orally, the sound-symbol system related to vocabulary appropriate to the field of experience in the present tense, employing the following linguistic elements:	understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense and using the following linguistic elements:	understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense and using the following linguistic elements:

Language
(continued)

Beginning 1	Beginning 2	Beginning 3
INTRODUCTION <ul style="list-style-type: none"> gender the plural of nouns definite and indefinite articles verbs such as avoir, être, faire and aller in the present tense, using the appropriate personal pronoun negative and affirmative sentences expressions with avoir and faire (J'ai dix ans. Il fait froid.) prepositions of place commonly used sentences cohesive elements at the word level (word connectors) commonly asked questions 	DEVELOPMENT	REFINEMENT
	INTRODUCTION <ul style="list-style-type: none"> qualifying adjectives the imperative form (singular) possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses) -ER verbs in the present tense, using the appropriate personal pronoun the questions: qu'est-ce que...?, qui...?, quand est-ce que...?, où est-ce que...?, quel...? the partitive 	DEVELOPMENT
		INTRODUCTION <ul style="list-style-type: none"> vouloir, pouvoir and devoir in the present tense, using the appropriate personal pronoun the questions: comment est-ce que...?, combien est-ce que...?, and pourquoi est-ce que...? -IR and -RE verbs in the present tense, using the appropriate personal pronoun possessive adjectives (notre, nos, votre, vos, leur, leurs) the immediate future, using the appropriate personal pronoun the imperative form (all forms) the pronominal form (e.g., Je me lève.)

	Beginning 1	Beginning 2	Beginning 3
	Based on their life experiences, <i>learners will be able to</i> , depending on the field of experience:		
General Language Education	<p>identify cognates in oral communications (cognitive)</p> <p>associate gestures or illustrations with words, orally (cognitive)</p> <p>articulate, voluntarily, statements that are presented (socio-affective)</p> <p>identify, orally, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).</p>	<p>identify the meaning of words by their roots in oral and written communications (cognitive)</p> <p>identify related words, orally and in writing (cognitive)</p> <p>respond voluntarily to a statement or to aspects of non-verbal communication (socio-affective)</p> <p>identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task (metacognitive).</p>	<p>identify the meaning of phrases using the context (cognitive)</p> <p>identify word families, orally and in writing (cognitive)</p> <p>create, voluntarily, statements using words and commonly used sentences (socio-affective)</p> <p>identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).</p>

D. BASIC LEARNING RESOURCES

The following basic learning resources have been approved for the **Beginning** level program according to grade/age/interest levels:

Grades 7 – 9 (Ages 13–15)

Arc-en-ciel 1 and 2 (Mary Glasgow)

1. The first step in the process is to identify the problem. This involves gathering information about the situation and the people involved.

2. Once the problem is identified, the next step is to analyze it. This involves breaking the problem down into its components and understanding how they are related.

3. After analyzing the problem, the next step is to develop a plan. This involves deciding on the best course of action to take.

4. The final step in the process is to implement the plan. This involves putting the plan into action and monitoring the results.

[illegible]

